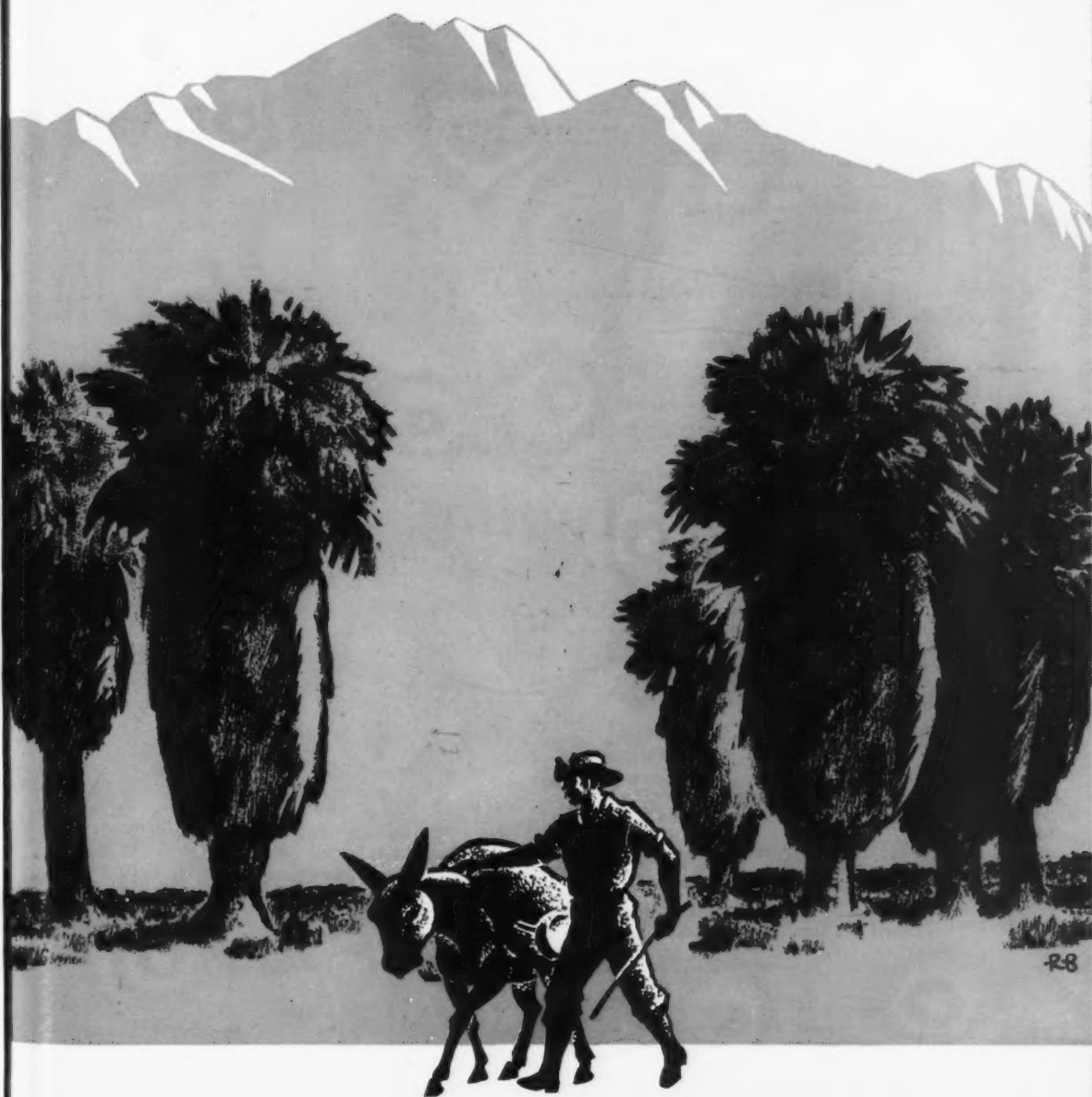


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OCTOBER 1931

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# TRAVEL SECTION

## Touring Through the West

RUTH MARIE COOPER  
*Alice Berney School, San Diego*

**M**Y mother and I took a summer trip that we will long remember. We traveled 4000 miles through portions of eight states and visited five national parks.

Leaving cool San Diego we drove through Los Angeles, thence over the wide ridge route to the hot San Joaquin Valley. We drove as far as Visalia the first day.

The next day we went to Sequoia National Park. The road to the Park of giant trees is good. The average grade is 6% with an 8% maximum. The tourist will find running water at a number of places along the grade. Finally we rounded the last curve and found ourselves among the big trees. We walked around the General Sherman tree, the largest and oldest tree in existence. It is 279.9 feet high and 36.5 feet through the base.

We climbed the steps leading to the top of Moro Rock. From the summit of Moro Rock the snow-covered peaks of the great western divide may be seen.

When we returned to our car two soft-eyed deer were investigating. We were loath to leave the solemn stillness of this beautiful park.

Returning to the fertile valley we proceeded to Merced. From there we drove over the paved highway that follows the rushing Merced River to the incomparable Yosemite.

Once again we visited Mirror Lake just as the sun was setting. We looked in awe at the grandeur of Yosemite Falls. One day we ate a picnic lunch near the foot of Bridal Veil Falls. We watched the mist fly like a fragile veil over the gray granite cliff. A sudden puff of wind would send the water spraying like the jets from a sky-rocket falling to earth. With thousands of others we enjoyed the nightly concerts at camp and the view of the firefall from Glacier Point.

Our next destination was Sacramento. From there we drove to Lake Tahoe, that blue, blue lake, high among the snow-capped peaks of the Sierras. We went by way of Placerville and returned by way of Truckee.

Never will we forget our first view of the lake. Suddenly we came to a curve in the road.

There below us it was laying in all its majesty. The mountains surrounding the lake looked like the backs of calico ponies, where the snow spread in big patches over the brown rock.

We came to peaceful Donner Lake nestling among the towering mountains. We saw the monument erected by the Native Sons and Daughters of California in memory of the members of the Donner party who lost their lives at this place. We could imagine the disappointment and terror these courageous people felt when they realized the heavy snows had trapped them for the winter.

Leaving the lake we climbed to the summit where desolation seemed to reign. The stillness almost hurt. We were glad when a car passed us. We turned back for a last glimpse of the lonely lake guarded by the silent, majestic mountains.

That evening on account of getting into so much road construction we decided to take advantage of the pullman accommodations of our car and sleep in it rather than to go farther. We slept soundly under the trees. High above the trains rumbled through the snow sheds that are built over the tracks for the protection of the trains in winter.

The next morning we felt refreshed and enjoyed our ride from the mountains down to the valley. We traveled the length of the Sacramento Valley.

### Mount Shasta Sublime

For seventy miles we could see Mount Shasta rearing its lofty head high above the rest of the scenery.

To us Oregon seemed the state of wild flowers. Wild roses, lupins, bachelor buttons, sweet williams and many others border the highways. The shrubs we knew in the east as "mock-orange" grows in profusion on the mountain sides.

From Portland we followed the scenic Columbia River Highway. This road is smooth; the grade is gradual; the scenery is superb. To the right are wooded cliffs and beautiful waterfalls. To the left are the wide river and the cliffs of Washington.

Leaving the thriving city of The Dalles the scenery changes. Instead of the wide, peaceful river there are rapids. The river pushes its way



around ugly rocks. The green bank gives way to weird and fantastic rocks.

We left the river at Umatilla. From there we drove to Pendleton, the little city where famous rodeos are held.

Traveling along the Oregon Trail Highway we saw memorial tablets that inform the tourist of important historic events that have happened along this trail.

We drove across Idaho, stopping at Boise and Idaho Falls.

#### We See Indians

We saw Indians, dressed in gay colors, riding sleek horses through the Blackfoot reservation.

Finally we came to our destination, Yellowstone National Park. The Yellowstone is a place of contrasts. You find the beautiful and the weird. Geysers throw water and steam high in the air. There are beautifully-colored lakes and pools of boiling water. At Mammoth Hot Spring the terraces are colored lovely whites, yellows, and reds.

Other places in the park seem almost grotesque. Such a place is Roaring Mountain. There are places where the ground is burned black. Steam issues out of the ground. Even the trees are petrified.

Bears come to the roadside for any food you may give them. Deer wander through the park unmolested.

We saw Lake Yellowstone early in the morning. The lake covers 139 square miles. We marveled at the magnificence of the Falls.

It was with reluctance that we left this great park. We returned home by way of Salt Lake City. We enjoyed the scenery of Utah. Driving over a lonely canyon road one evening we came to a mountain of yellow rock. On it was painted "The Big Rock Candy Mountain."

Bryce Canyon was another delight. Standing on the brink we looked down at this awe-inspiring work of erosion. It took little imagination to see cathedrals, statues and turrets in colors shading from burnt sienna to the most delicate rose and white.

Zion Canyon is even more wonderful. Instead of looking down as you do at Bryce you look up at mighty red peaks. Some shade to white near the top. The Great White Throne is an inspiring sight to see at sunset.

We drove over the Mount Carmel Highway one week after it was dedicated. The highway goes through Zion National Park. In two places the road tunnels through the mountains. There are openings where wonderful panoramas of the cliffs may be seen.

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The trip across the deserts of Nevada and California was uneventful. We were glad to come to Las Vegas. We did not suffer with the heat. We quenched our thirst by eating ripe fruit. We kept a basin of water in the car. By wetting our head, face, and arms frequently we kept as cool as was possible on such a very hot day. Our old English sheep dog, Patsy, kept her head on the canteen. She seemed to suffer with the heat.

We were interested in the ghost-like Joshua trees on the Mohave. They stretched their limbs in many fantastic shapes.

Down through the Cajon Pass we drove on the last lap of our journey. Then down the inland route we sped toward San Diego. We were glad to see the sparkling waters of the Pacific, and the red-tiled roofs of the city we call home.

## Teachers May Wear Color This Fall

By NINON of San Francisco Chronicle

SCHOOL teachers have a really interesting role to play when it comes to the big game of dressing, and yet strange enough there are more who do not know this than who do.

They do not have to worry about the sophistication of city streets and the somber proprieties of a man's office. Theirs is an environment of color and curtains and flowers to some extent, and their dealings are with sensitive children rather than with hardened men of the hectic business world.

*There is immeasurable difference between their situation and that of most other women in business—and the cleverest of teachers reflect this in their dress.*

That, after all, is the secret of smartness—dressing for a particular environment. Not every woman is keen enough to analyze it always, but those who can and match their frock to their place of business are the women who have both personality and charm.

Just take the delightful item of color. Even this fall, when color is to be more generally acceptable than it has been for a very long time, the woman downtown amidst the high buildings and world of men has to be most conservative in her use of it. Good taste simply makes that so. But teachers—it is quite different with them.

They can wear the tawny reds and nature greens, the water blues and gay Algerian colors with nothing but advantage. Little children respond to color, so that makes color for the teacher a subtle asset, just exactly like slenderness is essential for the model.

*What is more, a gay little flower at her shoulder or a soft coil of hair upon her neck looks thoroughly in place in a classroom, for it is free from the strain and proprieties of the commercial world. The school is in many ways like a home and should be.*

The teacher's environment is a hybrid one, part informal and homelike and only part business. That, then, is the keynote of her costume, hybrid, too, and along with its simplicity and usefulness must always be a touch of feminine charm.

For this very reason the suit, so supreme in the wardrobe of practically every other woman, loses its meaning for the teacher and slips out of sight. Suits mean ready jackets, but ready jackets mean the street. The teacher, on the

other hand, should be dressed with "stay put" charm—and that means the one-piece dress.

The new season is offering, among many things all tempting, one-piece frocks of both silk and woolen. And it is both of these which will best fill the teacher's need. There are silk frocks for warmer days and more silk frocks for cold days to snuggle beneath a nice fur-trimmed coat.

And then there are the sheer woolen frocks which look so nice without a wrap during all the days of Indian summer—and feel so very good on those nippingly cold days of winter when it comes.

New wool frocks, furthermore, are so sheer that they make up with all the subtlety and flattery of a silk, and, what is more, never feel woolly and too hot like old-fashioned woolens used to.

Silk or wool, the frock which a teacher chooses, should yield itself knowingly to gay little touches which bring variety. For a plaid scarf today and a white pique collar tomorrow and a red belt the third day can sometimes create more delightful personality than entire changes of costume—and they cost so very little.

The whole psychology of dressing is unique—or should be in the case of a school teacher. It is not efficiency nearly as much as personal charm that counts; it is not somber dignity nearly as much as pleasing color; it is not the whole ensemble including hat and gloves and nifty wrap that absorbs her main attention, as it must be with all other women, but it is the frock itself and her hair and her hands and her feet, her appearance in the classroom.

*There is something of the specialized situation about the teacher that lecturers and singers and concert players face—the public gaze. If they meet it, their success rides high. If they are blind to it or scorn it, they are apt to storm at fifty other larger and more looming hindrances in their careers—and lose further by their ill-temper.*

FOR psychologists and educators and thinking people at large have begun to realize that the costume we wear is neither a vanity nor a weakness, but a controllable force in civilized life out of which constructive, healthful and artistic things can be wrung.

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# SIERRA EDUCATIONAL NEWS

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JOSEPH MARR GWINN.....President  
ROY W. CLOUD.....State Executive Secretary  
VAUGHAN MACCAUGHEY, Editor

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**T**HE Board of Directors of the California Teachers Association comprises the following: Dr. Joseph Marr Gwinn, superintendent of schools, San Francisco, *President*; Paul E. Stewart, city superintendent of schools, Santa Barbara, *Vice-President*; Robert L. Bird, county superintendent of schools, San Luis Obispo; George C. Bush, superintendent of schools, South Pasadena; Ed. I. Cook, dean, Sacramento Junior College; Clarence W. Edwards, county superintendent of schools, Fresno; W. E. Givens, superintendent of schools, Oakland; Roy Good, district superintendent of schools, Fort Bragg; Mrs. Eugenia West Jones, kindergarten teacher, Los Angeles.



*"Touring Through the West" is a feature in the summer travel programs of many teachers*



# SIERRA EDUCATIONAL NEWS

OCTOBER

1931



Volume XXVII

Number 8

## California Teachers Salaries

ROY W. CLOUD

**W**E are of the opinion that the future of California boys and girls is of more importance than any other factor confronting California Industry. Unsettled as are economic conditions, no one dares forecast tomorrow's financial history.

The records of finance in the United States have shown that at regular intervals there have been periods of marked prosperity, followed by depressions that have racked the very heart of industry.

Such a depression is now evident not only in the United States but in practically every nation of the world.

A year's moratorium, freeing the countries that participated in the World War from paying war debts and interest, was recently granted. For a time this action had a stabilizing effect. Capital, however, the controlling factor in the financial world, could see no chance of immediate improvement.

There may have been some reason for such a view-point in European countries, but in the United States of America there is little reason apparent to the great mass of people why conditions should not improve.

There is no lack of available capital. Savings banks are over-stocked. Building and loan associations have tremendously large sums available for safe loans and have been required to lower

the interest rates on deposits because of the associations inability to lend money.

The present period of depression has been of longer duration than any like period since the United States first acquired a strong financial position among the nations.

**E**DUCATION is profoundly affected, of course, by any great national disturbance. Teachers and school administrators must keep informed of every significant change in economic conditions.

In order that California schools may act intelligently in this critical time, committees of California Teachers Association are studying economies in education. Findings will be reported that those in charge of school systems may know best how to make adjustments, should changes be necessary.

We believe that we should hold fast to the conditions which have placed California schools in the very forefront of the educational systems of the world. Many years have been required to build up our teaching forces to a real profession. The work of years may be destroyed in a short time.

Our boys and girls must have well-trained, competent teachers. There may be conditions that can be changed. It may be possible to delay certain expenditures or to curtail activities, but the teachers of California should stand as a unit against the lowering of any of our professional standards.

California's future depends upon the teachers of today.

## C. T. A. Board of Directors

*Meeting of August 22, 1931*

THE Board of Directors, California Teachers Association, met at state headquarters, 155 Sansome Street, San Francisco, Saturday, August 22, 1931, at 9:30 a. m., with the following members present:

President Joseph Marr Gwinn  
Robert L. Bird  
George C. Bush  
Ed. I. Cook  
Clarence W. Edwards  
Willard E. Givens  
Mrs. Eugenia West Jones  
Paul E. Stewart

Roy W. Cloud, State Executive Secretary  
Absent: Roy Good

On motion of Director Givens, seconded by Mr. Bird, the minutes of the meeting of June 27, 1931, were approved.

### Membership

The membership report, showing 37,680 members (divided among the six sections as follows) was considered and the membership of the individual sections discussed:

Bay Section.....	9,292
Central .....	3,007
Central Coast .....	1,012
North Coast .....	486
Northern .....	2,573
Southern .....	19,883
Placement .....(Special)	645
Placement .....	780
Outside .....	2
<b>Total.....</b>	<b>37,680</b>

The report was ordered placed on file.

### Finances

The financial report, which shows that the Association will probably go into the new year with a slight deficit, was discussed. Because of the fact that the entire payment to Mr. George Buck (for work on teacher retirement legislation) was taken from this year's revenues, instead of from last, as had been intended, the Board felt that 1931 had really been exceptionally good from the financial standpoint.

Under the head of finances, the matter of a C. T. A. building was discussed. It was the unanimous opinion of the Board that, when the financial condition of California Teachers Association is such that the Association can do so, land be acquired and a headquarters building be erected. It was also the expressed desire of the Board that at some future time property

should be secured in Berkeley for the Placement Division.

### Placement and Employment

A Placement Division report received from Earl G. Gridley was discussed at length. The unemployment situation of teachers was a matter of grave consideration with the Directors.

The Secretary was directed to get a ruling from A. E. Lentz as to whether night-school teachers who also teach in day-schools have tenure in both evening and day classes. The Secretary was also directed to have Dr. Staffelbach make a study of the teacher unemployment situation as shown in the records at Berkeley and Los Angeles, to ascertain: (a) the status of those unemployed, particularly as to whether or not they were employed last year; (b) whether their dismissal was caused by the tenure law; (c) their financial standing; (d) whether or not they are married and have dependents; (e) whether or not they are engaged in other occupation; and (f) their present ability to maintain themselves.

On motion of Mr. Edwards, seconded by Mr. Cook, the Placement Report was ordered placed on file.

### Teachers Salaries

The secretary then presented the matter of teachers salaries. After considerable earnest discussion it was decided that the one major issue of California Teachers Association for the coming two years should be the maintenance of present salary schedules in California.

Each member of the Board expressed the desire that all members of California Teachers Association should work for this aim. It was the Board's opinion that should cuts be made at this time it would be extremely difficult, after economic conditions have improved, to bring salary schedules back to their present levels.

It was further decided that boards of education and administrators be requested to use other means towards conserving school funds than the cutting of teachers salaries.

Should it be possible to secure the united support of all members of California Teachers Association towards this end, it is probable that the depression can be passed without reduction of teachers salaries,

which are moderate even at present price levels.

A communication concerning a loan to a teacher who desired to work for her Master's degree brought the decision that the loan fund could not be used for such a purpose, the fund having been established to assist teachers in emergencies.

The copy for the C. T. A. 1932 membership booklet and chart was approved with slight changes.

#### Retirement

Letters concerning teacher retirement, from George B. Buck and from F. L. Thurston, Executive Secretary, Southern Section, were read and discussed. After recapitulating the entire situation, Mr. Givens moved, seconded by Mr. Bird, that (1) it should be the endeavor of California Teachers Association to place the retention of present California teacher salary schedules as the major issue and, (2) so far as possible, to secure the consent of Association members towards postponement of action on retirement until economic conditions make possible the passage of a retirement bill.

The afternoon was spent in discussing California Teachers Association committees; assignments were made and several committees were consolidated.

#### Textbooks

In appointing the Committee on Textbooks, the Secretary was requested to endeavor to secure copies of the report of Honorable Charles Albert Adams, presented to the Commonwealth Club, in which Mr. Adams reported the findings of the Commonwealth Club Section on Education on publication and adoption of state textbooks.

The Secretary was directed to ask Arthur Gould, chairman of the Committee on Textbooks, and his committee, to make a survey of the present textbook situation and to make recommendations to the Board of Directors at the next meeting of the Board in order that Council activity might be considered.

The Secretary was also instructed to write to the State Superintendent of Public Instruction, Vierling Kersey, commending him on his stand upon the textbook question recently before the State Board of Education.

**I**N considering the Committee on Tenure, the Secretary was instructed to get an opinion from Mr. Lentz on what should be called "incompetency" in California, this opinion to be published in the Sierra Educational News.

In the selection of Mr. Givens as chairman of the Committee on Economies in Education, the Secretary was directed to write to each California county, city, and district superintendent and to each secondary elementary school principal asking what is being done in his region towards economy in education.

#### Summer Session Courses

Mr. Givens read a letter from K. L. Stockton concerning those major California Teachers Association problems which should be considered in summer school courses in California teacher-training institutions. On motion of Mr. Cook, seconded by Mr. Bush, the Secretary was instructed to ask the Committee on University Relations: (1) to endeavor to have the teacher-training agencies of the state co-operate in offering courses which should discuss the problems facing the teachers of the state, and (2) if such courses are offered, that C. T. A. leaders be requested to present the matters with the regular professors, in order that the major problems may be discussed and findings had.

On motion of Mr. Bush, seconded by Mr. Edwards, the next meeting of the Board was fixed for 6 o'clock on the evening of Monday, October 5, at Mission Inn, Riverside, during the school superintendents convention.

No further business appearing the meeting was adjourned.

ROY W. CLOUD  
State Executive Secretary

## A Message to Californians From Dr. Sutton

**D**R. WILLIS A. SUTTON, superintendent of schools, Atlanta, and immediate past-president of the National Education Association, in a recent letter to Dr. Joseph Marr Gwinn, president of California Teachers Association, expresses cordial appreciation for the fine services of the California teachers in making a great success of the N. E. A. convention at Los Angeles.

Dr. Sutton has expressed the desire that, through the Sierra Educational News, the teachers of California be apprised of his personal thanks and appreciation.

## Education and the Economic Crisis

DR. NICHOLAS RICCIARDI, *Chief  
State Division of Secondary Education, Sacramento*

**C**ALIFORNIA TEACHERS ASSOCIATION has as one of its major objectives at this time the maintenance of teacher salary schedules. The Association is opposed to reductions in teachers salaries or to any other retrenchments that will impair the quality of education. Dr. Ricciardi's article, prepared for the convention of California School Superintendents, is therefore timely and in keeping with the Association program.—ROY W. CLOUD.

**W**E need urgently today in education and in business the co-ordinator, or the generalist. In education, the superintendent is pre-eminently the generalist. We must look to the generalist in business and in education for leadership to guide us in the solution of the vital problems presented by the economic crisis.

In all that has been said, and that is being said about the economic crisis, one thought is invariably emphasized with encouraging unanimity and that is that education offers the only solution.

If education does offer the only solution, what kind of educational plan is needed? It seems that there is needed an educational plan which calls for investigation followed by appropriate co-operative action based upon an open-minded interpretation of the facts which the investigation discloses.

### Some Significant Facts

The national income in 1922 was approximately 66 billion dollars. In 1928, only six years later, it was approximately 90 billions, which represents an increase of about 36%. During the same period the number of telephone installations increased 35%, building construction increased nearly 50%, the output of passenger motor cars increased 80%, and the increase in life insurance policies was about 88%.

**The increase in the cost of education during this same period of economic expansion was only 38%.**

*How does this increase in the cost of education compare with the ability of the people to pay?*

In 1928, as a people we spent for education from two to three dollars of every hundred dollars of income; for luxuries we spent more than seven dollars out of every hundred dollars of

income; and for automobiles there were spent fourteen out of every hundred dollars.

While the tax for school purposes in 1928 was about \$18 per person, the tax for the expenses of the national government was \$30 per person.

Of course we are spending less now; but even yet the amounts of money expended for luxuries and for automobiles are considerably in excess of the expenditures for public education and for government.

Investigation discloses, also, the surprising fact that although we are the wealthiest nation in the world, with the largest per capita income, we have the lowest tax rate of any of the great powers of the world. For instance, in England a married man with an income of \$2500 per year must pay annually a national income tax of more than \$134 (\$134.25). In the United States a married man with the same income pays no income tax to the national government.

It is generally conceded that the teachers in every school system should receive adequate compensation; and yet we find that the **average salary of teachers** in the United States is **lower** than the average wages of workers in manufacturing industries; **lower** than the average compensation of employees in the United States Government; and **lower** than the average salary of workers in high-grade clerical positions.

### Social Aspect of the Economic Crisis

Attention should be directed to the social aspect of the economic crisis. We have proceeded from the man-power stage to the steam-power stage, and then to the electric-power stage. We now have 7½ horse-power per inhabitant. Since one horse-power equals 24 man-power, we have today, in mechanical power, approximately 200 mechanical slaves for every individual in the United States.

What is such power doing to us socially? Is it making us grasping, eager to concentrate



wealth, to dominate, to satisfy every desire? Is this mechanical power reducing the individual's opportunity to initiate, to be creative? Must every individual be cast in the same mechanical pattern? Will personality be crushed or lose its distinctive characteristics? Are we becoming more interested in the mechanical unit which will produce most than in the personal unit which will develop best?

Or is there a brighter side to this growing, stupendous mechanical power? Are we going to have the wisdom to use it to benefit mankind by removing poverty, by increasing health and comfort, and by enhancing opportunities for cultural and for wholesome growth?

Whether mechanical power becomes a curse or a blessing must depend upon the wisdom with which education aids individuals. Fundamentally, the great problem which confronts us in this economic crisis is one which has to do with right human relationships. Education, therefore, must give more time to developing in each individual the ability rightly to adjust himself to his fellow beings.

IT is generally conceded that business to succeed must have efficient workers; that the schools to be successful must have efficient teachers; that any enterprise to produce assets must have efficient workers; and yet there are those who, despite this fundamental fact, would disturb the well being and the purchasing power of efficient workers by reducing their compensation. And in doing so they disturb the whole economic order.

The great and urgent need today, therefore, is the formulation of a plan which will assure efficient workers in every walk of life the level of well being and the level of purchasing power which scientific research determines are necessary to maintain general prosperity.

### Conclusion

It would seem, then, that the way out of the economic crisis is through a program of education that will lead, in a practical way, to the coming together of business statesmen and educational statesmen who have that asset called "social understanding" which is indispensable in the co-operative endeavor of formulating the educational plan which should be directed to keeping at the pre-depression level the compensation and the purchasing power of efficient workers in every walk of life.

For the statesmanship required to effect such accomplishment, it is reasonable to look to educational and to lay leaders in every community.

And the practical way to discover educational and business statesmanship in every community and put it to social usage is to have educational leaders, superintendents and principals, take the initiative in calling meetings with representatives from the educational and from the lay ranks.

*In such meetings should be discussed ways and means of solving the economic problems which confront the community, using the formula already referred to; namely, (1) investigate, (2) interpret, and then (3) take appropriate co-operative action.*

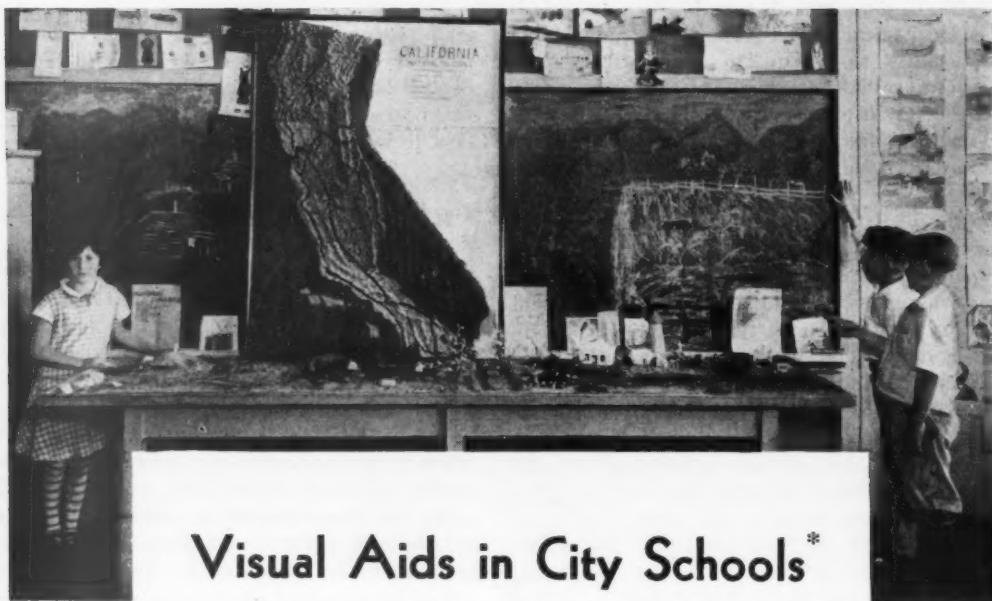
## California School Attendance

CALIFORNIA demands greater educational opportunities for its citizens, declares State Superintendent Kersey in a recent report. The citizenry of California have expressed during the decade now past, a new and increased confidence in the efficacy of public education. This public confidence has taken concrete form in the popular demand for adequately trained teachers, improved physical facilities and new educational opportunities designed to meet individual needs. In many respects, California leads all other states in the Union in its generous support of public education.

The following table, taken from a bulletin issued by the United States Bureau of the Census, presents school attendance data for California in greater detail:

School Attendance by Age, 1930 and 1920

Age	Population		No. attending school		% attending school	
	1930	1920	1930	1920	1930	1920
5 to 20 years.....	1,407,496	833,104	1,104,943	579,211	78.5	69.5
5 years .....	91,961	56,809	36,457	15,635	39.6	27.5
6 years .....	92,228	58,141	75,376	42,467	81.7	73.0
7 to 13 years .....	621,668	376,303	606,639	352,563	97.6	93.7
14 and 15 years .....	166,364	93,346	161,742	83,191	97.2	89.1
16 and 17 years .....	167,003	94,520	137,125	51,694	82.1	54.7
18 to 20 years .....	268,272	153,985	87,604	33,661	32.7	21.9
21 years and over .....			103,461	17,735	.....	.....



## Visual Aids in City Schools\*

BRUCE L. ZIMMERMAN, *Director of Visual Instruction, Berkeley Public Schools*

ONE phase of the educational program which is attracting the attention of teachers and parents is visual instruction. This is not a new subject. Like most "new" movements in education, it is only an increased emphasis calling attention to certain improved techniques.

Visual instruction is as old as education itself, for since the beginning of time, good teachers, informal as well as formal, have taught by showing and doing rather than by telling.

However, old and essential as is visual instruction, it can never be a method in itself. A "visual lesson" is an expression incorrectly used. They are very few lessons, however, in the presentation of which visual materials, if available, could not be used to advantage. For this reason visual materials used in the presentation of any lesson are designated as **visual aids** in instruction.

Another sharp distinction is the difference between visual **entertainment** and visual **instruction**. Ten years ago a district school, with which the author was connected, purchased a portable projector. Films, all of which were worthless judged by present educational standards, were secured from various sources, and

the school was acclaimed as one of the leading schools of the county in visual instruction!

Another form of obsolete visual instruction is the practice of securing a set of slides from a lecture bureau, or a miscellaneous collection of post-cards which Uncle Fred or Cousin Sadie collected while on a tour of Europe, and showing the same to a semi-interested group of youngsters. Such a program is possibly entertaining and more or less instructive, but cannot be justified very often in our present educational scheme.

What then is visual instruction as we think of it today?

*Visual Instruction is bringing into the mutual teaching and learning process that material of a visual nature when and where it can best aid in the solution of the problem at hand.*

It may be merely one picture which is necessary to clarify a point under discussion, but it is essential that that one picture **be available** when needed. For example, the question may come up, either in individual-study or in group-discussion, regarding the operation of a modern threshing-machine. **One good picture**, immediately available, could solve the problem more definitely than a thousand words.

Or it may be a group of related materials of various types, used over a period of time, to

\* The illustration above the title shows California in its relation to the rest of the world; an activity in Columbus School involving the use of many visual aids.

build up concepts of experiences otherwise foreign to the learner. Most of our study of foreign lands, especially by younger pupils, involve extensive use of visual aids of all types.

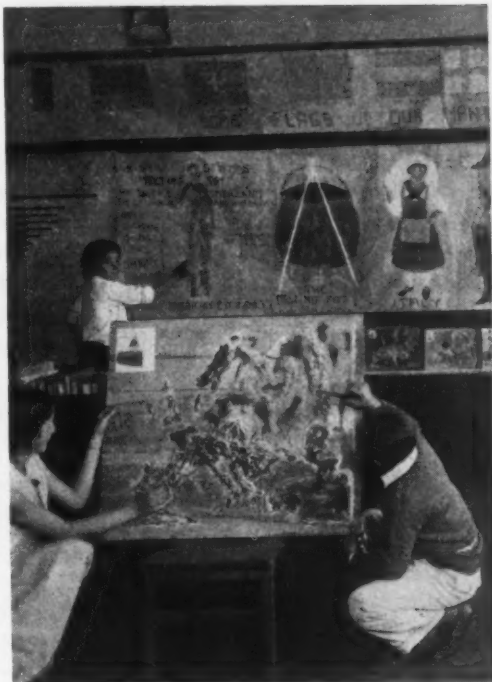
The forms of visual aids are varied. The **object itself** may be available, either through the introduction of a specimen or sample into the classroom or by a school journey taken to view the object in its natural setting. If the object itself cannot be secured, the best substitute is a **model or reproduction** whether it is brought to the classroom from some outside source or made by the pupils as a class activity. If such concrete aids are not available, we must rely upon **pictorial material** such as charts, graphs, prints, stereographs, stereopticon slides, and motion pictures. All such materials have a place in the program of visual instruction.

Many questions have been asked regarding the possible future of talking-pictures as a visual aid. Perhaps the "talkies" may become one of our valuable visual aids, but at present they are where the movies were a few years ago. Equipment is available, but the supply of synchronized teaching films is negligible.

The administration of visual instruction in Berkeley is centered in the Visual Instruction Department. The work of this department may be grouped under three main headings:

1. Co-operation with the schools in building up a library of visual aids in each building.
2. Selecting and maintaining visual materials and equipment at the Visual Center for circulation to the schools.
3. Aiding teachers in the selection of aids best suited to the activity in hand.

Each school is encouraged to maintain a library of visual materials available for immediate reference. Sets of stereographs and slides



*The study of Europe, vitalized and visualized in a school with a large foreign population*

are standard equipment in all schools. These sets are supplied by commercial houses and provided with cross-reference subject indices which increase the use of the material many times.

Practically all schools have a central filing system for prints to which all teachers contribute. Such pictures are filed by country or subject and are available to all teachers as

*(Continued on Page 59)*



*A second grade, Washington School, studies Holland*

## The Denver Conference

MABEL R. ELLIS, C. T. A. Delegate to the World Conference; Vice-Principal, Frank McCoppin School, San Francisco

**P**AUL MONROE, the new president of the World Federation, said in his address at a general session: "We have already achieved a world economic unity. President Hoover, in his proposal for a moratorium on war debts and reparations, has recognized how impossible it is for the United States to maintain a policy of economic isolation.

"Less obviously and more slowly, but none the less really, we are achieving a cultural unity among the nations. We do not want a uniformity of intellectual habits. What the teachers are working for is a cultural understanding among all races and nations." This "cultural understanding" formed the basis of the programs for the whole conference.

With the eight general sessions, the Herman Jordan Committees, and twenty sectional conferences, to say nothing of the many social gatherings to attend, the delegates of the Fourth Biennial Conference of the World Federation of Education Associations were very busy people. There was so much to hear and do in one short week.

How interesting it is now to recall the constructive and inspiring messages that have become a part of our thinking! The sympathy, appreciation and consideration expressed by the delegates, as they listened to the various talks, reminded us of what Mr. Follet in "The New State" says: "The test of our progress is neither our likenesses nor our unlikenesses, but what we are going to do with our unlikenesses. Shall I fight whatever is different from me or find the higher synthesis? The progress of society is measured by its power to unite into a living, generating whole its self-yielding differences."

A delegate from Germany who has been an exchange teacher this year in Bellingham, Washington, in speaking of the courses of study in Germany and the United States, expressed it so well when she said "Things can be different and have the values each in themselves."

At the general sessions we were privileged to hear inspiring messages from the presidents of the various national associations—all expressing the same ideals and aspirations, the key to world friendship. President Miller of the Educational Institute of Scotland said, "An enemy is simply a person you don't know. All that's lacking for universal peace is understanding."

Angus Roberts, the President of the National Union of Teachers of England and Wales, closed his address with "The call comes to men and women in all corners of the world to take their stand for peace."

Count Hayashi, President of the Japanese Imperial Educational Associations, asked,

"Can we stop war? I say, yes, because war is stupidity. The fighting instinct must be directed into a higher spiritual stage where it fights for ideals, where it does not injure others."



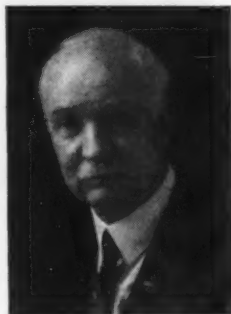
The World Federation, mighty ship of good-will, sails toward a new world order.

**H**OW small the world has grown in this day of rapid communication was demonstrated at one of the general sessions. A huge map, electrically equipped, was in the rear of the platform. Radiograms and cablegrams were sent to leading educators throughout the world, to London, Paris, Toronto, Wash-

ington, and to the captains of two steamships, the Aquitania somewhere in the Atlantic and the Admiral Farragut in the Pacific.

As the program proceeded and answers came in from the various places, lights were flashed on the map. A message to Dr. Kuo in Shanghai, China, traveled more than 14,200 miles and the answer received in 20 minutes. Another to Buenos Aires made a round trip of 15,546 miles, the answer being received in five minutes.

The Department of Preparation of Teachers which held its sessions at the University of Denver, offered some



Augustus O. Thomas, former president, was elected executive secretary of the World Federation.



very interesting discussions about the teacher-training methods in the various countries. Miss Phillips of London training-school told of the attempt to introduce the tutor system in the training-schools as in Oxford. She was applauded when she said, "We want a degree in education given along professional rather than academic lines."

Mohamed Jamali, in the Training College of Bagdad, Iraq, told how the training-schools of the world were falling far short of their duty in not meeting the needs of today. In answer to the question, what kind of teachers do we need for today, he set forth some of the requirements. He said that the colleges should send out teachers with a broad view,—those who can think and study the live problems of today and keep up with the times.

The world needs a course which directs and orients the teacher toward a broad, sympathetic outlook on the problems of the rest of the world. In the social studies, history and geography, we must learn to emphasize the truth about other people and to understand them more fully and fairly.

*There should be a closer contact in the training-schools with the student-teachers and the instructors, more of a tutorship, where the friendship and discussion will result in a broader outlook. There should be student exchange, exchange of material and correspondence between countries, for it is the teacher and the teacher alone who can spread international co-operation.*

Two source-books from the University of Indiana Press were introduced in this department—one "Philosophy of Human Relations" by Henry L. Smith and Harold Littell, and the other, "Psychology of Human Relations" by Henry L. Smith and I. M. Krueger. We teachers who did not get the international training in our college work can study these as a basis for future world-study. Many international groups have taken these books as their study.

*Attendance at a world conference is an inspiring privilege. A regional conference for repre-*

*sentatives of educational associations of those countries bordering on the Pacific will be held in 1932, so begin now to plan for the trip to Honolulu next summer.*

\* \* \*

## State Equalization Fund

PROFESSOR FLETCHER HARPER SWIFT of the School of Education, University of California at Berkeley, will present the final report of the committee of which he is chairman on a plan for an equalization fund for the state of California, at the annual meeting of the California Public School Superintendents Association to be held at Riverside.

The committee is composed of the following members:

C. R. Holbrook, city superintendent of schools, Santa Cruz, California;

Walter E. Morgan, chief of division, research and statistics, State Department of Education;

Dr. Elmer H. Staffelsbach, director of research, California Teachers Association; and

Dr. Ivan R. Waterman, chief of division of textbooks and publications, State Department of Education.

Copies of the report, entitled "An Equalization Plan for California Schools," may be secured from the California Teachers Association, 155 Sansome Street, San Francisco.

\* \* \*

## A Noteworthy Record

CARROLL ATKINSON, principal of the Fremont School, San Luis Obispo, reports that his school is the first elementary school in his Section to be 100% enrolled in the California Teachers Association for 1932.

This is the fifth consecutive year of 100% enrollment of the Fremont School faculty, which maintains a very high professional record.



Education must equip youth for a changing world order. This Oriental street scene exemplifies the old and the new commingled.

## A New Plan of Elementary School Organization

LEO B. BAISDEN, *Assistant Superintendent of Schools, Sacramento*

**D**URING the past year and a half the Sacramento schools have been engaged in developing and perfecting a new type of elementary organization. In setting up the new plan the end sought was an organization which would preserve the advantages of the platoon organization without its objectionable mechanical features. The new organization seeks to combine in a measurable degree the better features of the three commonly used forms of elementary organization—the traditional grade-class plan, the departmental plan, and the platoon school.

For descriptive purposes we have called the new organization the Companion-Class Platoon Plan. It derives its name from the fact that two "companion" teachers use each home-room on alternating periods for the teaching of their home-room classes. Each teacher is basically responsible for a single class. To this class she teaches an integrated group of the more academic and social type of subjects. Although each teacher spends half the day teaching this central group of subjects to her own class in the home-room, she spends the other half-day as a special teacher in one of the special subjects.

The new organization is similar to the usual platoon plan in that classes or platoons alternate periods of more or less academic work in the home-rooms, with periods of activity type or special work in special rooms.

It is similar also in the fact that there is specialized teaching of the special subjects and these subjects are taught in rooms especially equipped for the purpose.

It differs markedly from the ordinary platoon plan in that the home-room teacher teaches the academic subjects to her own platoon only instead of to two alternating platoon classes, and also in that no teacher teaches a special subject exclusively.

*It is similar to the traditional class-teacher organization in that each teacher is responsible for a single class group, to which group she teaches the basic group of subjects. It differs from the traditional organization in that the teacher teaches a home-room class for a half-day only, and spends the other half as a teacher of one of the special subjects.*

It is similar to the departmental type of organization—including the Hosis conference group plan—in that there is departmentalization. It differs, however, in the principle gov-



Leo B. Baisden

erning the departmentalization. In the Companion-Class Platoon each teacher has her own class in the central integrated group of subjects, and the departmentalization is never carried so far that any teacher teaches a single subject for the entire day.

The philosophy underlying this arrangement is that the teaching process in the elementary school should center on the child and not on subject-matter, and that as a matter of practical procedure it is easier to secure integration of the teaching process when the basic group of subjects is taught by a single teacher.

### Home-Room and Special Subjects

Under any platoon plan it is obviously necessary to provide "out" or "special" subjects equal in time-allotment to the "in" or "home-room" subjects. In the designation of "home-room" and "special" subjects in the new organization, we were guided in part by strictly educational considerations and in part by the administrative necessities involved in any working scheme.

The dominating idea in the selection of the home room group of subjects was the selection of the subjects which offer the greatest opportunity and incentives for social integration in the

learning and teaching processes and the subjects which require least in the way of specialized equipment. In this group we have included reading, social studies, writing, spelling and auditorium. Each teacher teaches this group of subjects to her home-room class.

As "out" or "special" subjects we have selected the subjects which appear to demand most in the way of specialized equipment, specialized training on the part of the teacher and the use of special supervisors in the school system. In this group we have included art, music, science, and physical education.

In addition to the above group of subjects, the necessity of providing flexibility in administration and a balance of "in" and "out" subjects has led to the designation of certain subjects as "optional." This means merely that a

principal is at liberty to have these subjects taught either as a home-room subject or as a special subject depending on his teaching personnel and other considerations. In this group we have included arithmetic, language, and library.

### The Administrative Set-Up

The Sacramento schools are organized on the 6-3-3-2 plan. Under the new companion-class plan there is no specialization in kindergarten, first and second grades, each teacher having her own class and class-room in these grades. The platoon grouping applies to grades 3, 4, 5, and 6.

The number of platoon groups in our various schools varies from 4 to 18. The school day is 5½ hours, divided into six 55 minute periods. All regular subjects run on a full-period basis

### Program for twelve classes.

Period	Music Room 2	Phy Ed Yard	Science Room 12	Art Room 8	Library Room 6	Language Room 7	Room 8	Room 9	Room 13	Room 14	Room 15	Room 16
I	Low 3 M.J.	High 3 B.L.	High 4 H.W.	Low 3 M.S.	High 3 G.H.	High 6 E.M.	High 3 Arith.	Low 4 Arith.	High 5 Arith.	Low 5 Arith.	High 4 Arith.	Low 6 Arith.
	High 5 M.J.	Low 5 B.L.	Low 3 H.W.	High 4 M.S.	High 6 G.H.	High 3 E.M.	I.G.	M.K.	C.A.	W.J.	E.P.	H.S.
	Low 5 E.P.	Low 4 H.S.	Low 6 C.Q.	High 4 I.G.	High 3 M.K.	High 5 W.J.	Low 3 Arith.	High 3 Arith.	High 5 Arith.	Low 5 Arith.	High 4 Arith.	High 6 Arith.
II	Low 4 E.P.	Low 5 H.S.	High 4 C.Q.	Low 6 I.G.	High 5 M.K.	High 3 W.J.	M.S.	G.H.	B.L.	M.J.	H.W.	E.M.
	High 3 M.J.	High 6 B.L.	Low 5 H.W.	High 5 M.S.	High 4 G.H.	Low 3 E.M.	High 3 Reading	Low 4 Reading	High 5 Sp-W Reading	Low 5 Sp-W Reading	High 4 Reading	Low 6 Sp-W Reading
III	High 6 M.J.	High 3 B.L.	High 5 H.W.	Low 5 M.S.	Low 3 G.H.	High 4 E.M.	I.G.	M.K.	C.Q.	W.J.	E.P.	H.S.
	High 3 E.P.	High 5 H.S.	Low 5 C.Q.	Low 4 I.G.	Low 6 M.K.	High 4 W.J.	Low 3 Reading	High 3 Reading	High 5 Sp-W Reading	Low 5 Sp-W Reading	High 4 Reading	Low 6 Sp-W Reading
IV	High 4 M.J.	Low 3 B.L.	High 3 H.W.	High 6 M.S.	Low 5 G.H.	High 5 E.M.	High 3 Sp-W I.G.	Low 4 Sp-W M.K.	High 5 Sp-W C.Q.	Low 5 Sp-W W.J.	High 4 Sp-W E.P.	Low 6 Sp-W H.S.
	Low 3 M.J.	High 4 B.L.	High 6 H.W.	High 3 M.S.	High 5 G.H.	Low 5 E.M.	Sp-W I.G.	Sp-W M.K.	Soc. St. C.Q.	Soc. St. W.J.	Sp-W E.P.	Soc. St. H.S.
V	Low 6 E.P.	High 4 H.S.	High 3 C.Q.	High 5 I.G.	Low 5 M.K.	Low 4 W.J.	Low 3 Sp-W M.S.	High 3 Sp-W G.H.	High 5 Sp-W B.L.	Low 5 Sp-W M.J.	High 4 Sp-W H.W.	High 6 Sp-W E.M.
	High 4 E.P.	Low 6 H.S.	High 5 C.Q.	High 3 I.G.	Low 5 M.K.	Low 4 W.J.	Sp-W M.S.	Sp-W G.H.	Soc. St. B.L.	Soc. St. M.J.	Sp-W H.W.	Soc. St. E.M.
VI	Low 6 E.P.	High 4 H.S.	High 3 C.Q.	High 5 I.G.	Low 5 M.K.	Low 4 W.J.	Low 3 Sp-W M.S.	High 3 Sp-W G.H.	High 5 Sp-W B.L.	Low 5 Sp-W M.J.	High 4 Sp-W H.W.	High 6 Sp-W E.M.
	High 4 E.P.	Low 6 H.S.	High 5 C.Q.	High 3 I.G.	Low 5 M.K.	Low 4 W.J.	Sp-W M.S.	Sp-W G.H.	Soc. St. B.L.	Soc. St. M.J.	Sp-W H.W.	Soc. St. E.M.

### Program for Sierra School, Sacramento, J. R. Croad, Principal

This program is arranged on a basis of twelve classes. Eleven classrooms are used, in addition to the playground which is used for Physical Education. One classroom is saved, due to the playground being used during every period. The program of one class is heavily outlined for convenience in following a single class through the school day. Teachers initials are given at the bottom of each space representing a class period so that the work of each teacher may be easily followed through the school day.

and all special subjects (except arithmetic) on a half-period basis.

While variations in the size of schools and other factors result in certain variation from type, the following program for a 12-teacher group illustrates the essential features of the plan.

By studying the program, period by period, it will be noted that each class begins and ends the day with the home-room teacher; that there is a regular alternation of academic and activity type of work; that each teacher is basically responsible for one class-group which returns to her each alternating hour; that the number of subject matter fields is reduced by having each teacher a teacher of special subjects on each alternate period; that such features of the school as the library, the playground, the music-room, the art-room, and the auditorium, are a part of the regular schedule of each class.

**O**UR experience with the new organization\* is as yet too brief to offer any statement of results validated by careful testing of educational products. The phases common to the platoon school have been in operation here and elsewhere for many years, whereas other features have been in use only during the past year and a half. At the present time all of our schools having an enrollment of 300 or more children are operating on the new plan.

As a piece of educational machinery it works well: it is easy to program; is economical in the use of building facilities and has more flexibility than the usual platoon organization.

*We hope in particular that the plan of having each teacher responsible basically for a single class-group, instead of for a collection of classes or a specialized subject, will result in greater attention to the development of children and less to the ideal of teaching subjects as ends in themselves.*

\* A more detailed description of the Sacramento companion-class platoon plan will be found in the *School Executives Magazine*, July, 1931.

\* \* \*

**Fortuna High School**, of which G. J. Badura, president of the North Coast Section C. T. A., is principal, is the first school in the Section to send in 1932 memberships. His teachers came in 100% and that before the new membership books reached them.—ANNIE R. BABCOCK, *Secretary, North Coast Section C. T. A.*

## Successful Summer Playground

F. C. HEMPHILL, *Director of Junior High Schools, Compton*

**C**OMPTON union secondary district, of which O. Scott Thompson is superintendent, organized and operated during the past summer a system of playgrounds district-wide in its scope and open to boys of all ages.

Eight men were employed, two at each of four centers in the district, to provide recreational facilities on playgrounds and in shops.



Five communities make up the Compton union district; namely Clearwater, Compton, Enterprise, Lynwood and Willowbrook. Only two of these communities had previously had any similar summer activity and these made limited provisions for grammar-school students. Establishment of a junior high school a year ago in each of these communities made facilities available for the program this summer.

The playgrounds were in operation afternoons for a period of nine weeks and the average daily attendance was 401. An accumulative enrollment of 1173 was recorded at the four centers.

Inter-playground competition in athletic events was held weekly. On the closing day boys from all the playgrounds assembled at the junior college grounds for an afternoon of sports tournament and matched team competition. Nearly 2000 boys were transported during the summer in inter-playground competition.

Foundry, woodshop, sheet metal, bench metal and model making constituted the major part of the handicraft program, a total of 1800 projects having been completed.

School officials and patrons of the district have expressed satisfaction at the outcome of the summer program and believe that the Compton secondary schools have pioneered in the matter of recreation in a union high school district.



## Los Angeles County Schools

A. R. CLIFTON, *Los Angeles County Superintendent of Schools*

FROM a small beginning in 1854, when there were eight school houses and nine teachers, and a total of 180 pupils, the Los Angeles county school system has grown to 751 school plants (not including separate evening high schools), embracing 2742 buildings, an average daily attendance of 376,026, a teaching force of approximately 17,500, without duplications in the 18,905 teaching positions, and property used for instructional purposes of an estimated value of \$186,303,898.

Such is part of the story told in figures made public from the annual report of the Los Angeles county superintendent of schools, who now directs one of the largest educational systems in the world, and one that is still growing.

The total valuation of school property in Los Angeles county, mentioned above, \$186,303,898, is divided as follows: Valuation in chartered cities, \$149,895,431; outside chartered cities, \$36,408,467.

The bonded indebtedness of the entire system on June 30, 1931, amounted to \$101,002,970, a decrease of \$3,183,500 during the year 1930-31, the period for which the report was compiled. Teachers salaries for the year throughout the county amounted to \$37,269,991, as against \$35,871,617 the year before, an increase of \$1,398,374.

Total receipts for the year amounted to \$81,192,769.61, as against \$83,908,858.53 the year before. Disbursements totaled \$67,071,082.87 in the fiscal year of 1930-31 as against \$66,677,273.96 the year before,—an increase of \$393,808.91.

The total enrollment for the year (in school parlance the "state enrollment") was 607,805, compared with 594,900 in the previous year.

This does not mean, however, that all who enrolled attended school throughout the year. Many, particularly those who enrolled in the

night classes, dropped out. Moreover, many evening school pupils took two or three nights-a-week classes. The actual average daily attendance for the year was 376,026, as compared with 360,456 the year before.

The report shows that more girls are graduated from public schools than boys. During the year just closed there were 42,808 graduations from the elementary grades, junior high schools, high schools, and junior colleges. Of this number 21,530 were girls and 21,278 were boys.

Los Angeles county has an area of 4115 square miles. This is 83% of the area of Connecticut, one-half that of Massachusetts or New Jersey and almost one-half that of New Hampshire or Vermont. It contains 1745 more square miles than Delaware and has nearly 3½ times the area of Rhode Island. Although the area of the county is but 2.6 that of the State of California, it has almost 40% of the state's population.

Although the great majority of the children of Los Angeles county enjoy urban school facilities, not all do. The wide expanse of purely agricultural districts is served

by many one-teacher and two-teacher schools—23 of the former class. However, by the employment of five rural supervisors, giving their entire time to these schools, and by virtue of salaries sufficient to attract well-trained and devoted teachers, the children in rural schools are not appreciably worse off for living in the country.

The average length of the school year for all the elementary pupils of the county last year was 183 days; for all high school students the average was 184 days.

• • •

**Five Little Indians** by Rose Henderson, illustrated by James Reid, is a happy addition to the **Robert M. McBride and Company** series of children's books. Miss Henderson has told well these stories of Western Indians; the book is an excellent supplementary reader.



A. R. Clifton

## State Council of Education—Personnel: 1931

Vierling Kersey.....State Superintendent of Public Instruction, P. O. Box 615, **Sacramento**.  
Robert E. Gilbert.....Fremont High School, 45th Avenue and Foothill Boulevard, **Oakland**;  
\*23 Napier Avenue.  
*Representing California Vocational Federation\*\**  
Edward L. Hardy.....President, State Teachers College, **San Diego**; 3528 First Street.  
*Representing California State Teachers Colleges.*  
Lavinia McMurdo.....John Muir School, **San Francisco**; 300 Buchanan Street.  
*Representing California Kindergarten-Primary Association\*\**  
Herman A. Spindt.....**Bakersfield** Junior College.  
*Representing California Association of Secondary School Principals\*\**  
Roy W. Cloud.....State Executive Secretary, 155 Sansome Street, **San Francisco**.

George J. Badura.....\*Principal, **Fortuna** Union High School.  
President  
Mrs. Annie R. Babcock.....Principal, **Willits Elementary School**; \*71 Humboldt Street.  
Secretary  
A. O. Cooperrider.....Principal, **Arcata** High School.  
Roy Good.....\*District Superintendent, **Fort Bragg**.

Curtis E. Warren.....District Superintendent, Box A, **Marysville**; 810 G Street.  
President

Mrs. Minnie M. Gray.....P. O. Box 156, **Yuba City**.  
Secretary

Freida M. Beik.....**Oroville** Union High School; \*106 Linden Street.

Charles H. Camper.....\*City Superintendent, P. O. Box 508, **Chico**; 3601 Woodland Avenue.

Ed I. Cook.....Dean, Sacramento Junior College, **Sacramento**; 2676 Sixth Avenue.

Ralph W. Everett.....**Sacramento** Junior College; \*2740 Portola Way.

R. E. Golway.....County Superintendent, 301 Court House, **Sacramento**; 3959 H Street.

Robert R. Hartzell.....District Superintendent, **Red Bluff** Union High School.

Charles C. Hughes.....City Superintendent, 21st and L Streets, **Sacramento**; 2215 O Street.

Mrs. Jessie B. Madison.....\*County Superintendent, **Susanville**.

Chester D. Winship.....\*District Superintendent, Box 326, **Yuba City**; 622 B Street.

**John R. Williams**..... County Superintendent, Court House, **Stockton**.  
President 648 West Rose Street.

**Earl G. Gridley**..... \*Room 1, 2163 Center Street, **Berkeley**; 829 East 19th Street, Oakland.  
Secretary

**Pansy Jewett Abbott**..... \*County Superintendent, Court House, **Redwood City**.

**Walter L. Bachrodt**..... \*City Superintendent, High School Building, **San Jose**;  
590 South 15th Street.

**J. H. Bradley**..... \*City Superintendent, Capitol School, **Modesto**; 925 16th Street.

**Archibald J. Cloud**..... \*Chief Deputy Superintendent, Room 285, City Hall, Board of Educa-  
tion, **San Francisco**; 2775 Union Street.

**Albert S. Colton**..... Principal, Hoover Junior High, 33rd and West Streets, **Oakland**;  
\*3424 Webster Street.

*\*\*These societies are affiliated with C. T. A. in accordance with C. T. A. by-laws.*

- W. P. Cramsie.....Principal, Peter H. Burnett Junior High School, Oak Street, **San Jose**;  
\*101 East St. James Street.
- Mabel R. Ellis.....Vice-Principal, Frank McCoppin School, 7th Avenue, near Balboa  
Street, **San Francisco**; \*411 15th Avenue.
- A. G. Elmore.....\*County Superintendent, P. O. Box 838, **Modesto**.
- L. P. Farris.....\*Principal, Oakland High School, Park Boulevard and Hopkins Street  
**Oakland**; 946 Wawona Avenue.
- Minerva Ferguson.....\*County Superintendent, **Lakeport**.
- Willard E. Givens.....\*City Superintendent, 1025 Second Avenue, **Oakland**;  
1111 Hollywood Avenue.
- Joseph Marr Gwinn.....\*Superintendent of Schools, City Hall, Board of Education,  
**San Francisco**; 144 Paloma Avenue.
- Joseph E. Hancock.....\*County Superintendent, Hall of Records, **San Jose**.
- William H. Hanlon.....County Superintendent, Court House, **Martinez**.  
0102 Green Street.
- Walter T. Helms.....\*City Superintendent, Lincoln School, 235 10th Street, **Richmond**;  
1109 Roosevelt Avenue.
- Eva Holmes.....\*County Superintendent, Hall of Records, **Napa**; Rt. 1, Box 795.
- Edward W. Kottinger.....Principal, Durant School, 29th and West Streets, **Oakland**;  
\*1526 Webster Street.
- Josephine Leffler.....Teacher, Lafayette School, **Stockton**; \*807 North Eldorado Street.
- S. Edna Maguire.....Principal-Teacher, Tamalpais-Park School, **Mill Valley**;  
\*141 Corte Madera Avenue.
- David E. Martin.....\*County Superintendent, Hall of Records, **Oakland**; 5216 Manila Avenue.
- Mary F. Mooney.....Supervisor, Department Texts and Libraries, 843 Ellis Street,  
**San Francisco**; 360 Hyde Street.
- Edgar E. Muller.....Principal, Westlake Junior High School, 26th and Harrison Streets,  
**Oakland**; \*3909 Linwood Avenue.
- Walter C. Nolan.....\*Deputy Superintendent, Department of Education, City Hall,  
**San Francisco**; 571 4th Avenue.
- Oscar H. Olson.....Principal, Roosevelt Grammar School, **Burlingame**;  
1452 Vancouver Avenue.
- William G. Paden.....\*City Superintendent, Room 9, City Hall, **Alameda**;  
1716 Santa Clara Avenue.
- Bruce Painter.....278 Seventeenth Avenue, **San Francisco**.
- Edith E. Pence.....Teacher, Galileo High School, **San Francisco**; \*53 Toledo Way.
- Thaddeus H. Rhodes.....\*Principal, Francisco Junior High School, Powell and Francisco Streets,  
**San Francisco**; 5668 Oak Grove Avenue, **Oakland**.
- Lewis W. Smith.....\*City Superintendent, 2325 Milvia Street, **Berkeley**;  
661 Santa Barbara Road.
- Dan H. White.....County Superintendent, **Fairfield**.
- Will E. Wiley.....\*District Superintendent, Needham School, **Lodi**; 212 W. Lodi Avenue.
- Mabelle Wilson.....Teacher, Berkeley High School, **Berkeley**; \*820 Contra Costa Avenue.
- Helen Winchester.....Teacher, Westlake Junior High School, **Oakland**; 562 Rosal Avenue.

## CENTRAL COAST SECTION

- James G. Force.....\*County Superintendent, **Salinas**; 312 Central Avenue.  
President
- T. S. MacQuiddy.....\*District Superintendent, High School, **Watsonville**; 420 Palm Avenue.  
Secretary
- Robert L. Bird.....\*County Superintendent, P. O. Box 730, **San Luis Obispo**.
- C. Ray Holbrook.....\*City Superintendent, City Hall, Church Street, **Santa Cruz**;  
403 King Street.
- Arthur Walter.....\*c/o Stanford University.

## CENTRAL SECTION

- Mrs. A. C. Mack.....\*Principal, Lincoln School, 801 Eureka Street, **Bakersfield**;  
President 2508 Chester Lane.  
Louis P. Linn.....Principal, Washington Union High School, Route 6, Box 100, **Fresno**;  
Secretary 3644 Platt Avenue.  
S. J. Brainerd.....City Superintendent, **Tulare**; 358 South H Street.  
Lawrence E. Chenoweth.....City Superintendent, 1600 K Street, Administration Building, **Bakersfield**;  
219 Eureka Street.  
Clarence W. Edwards.....\*County Superintendent, 253 Holland Building, **Fresno**; 722 Peralta Way.  
C. L. Geer.....\*District Superintendent, **Coalinga**.  
J. F. Graham.....\*Principal, Lemoore Union High School, **Lemoore**.  
Herbert L. Healy.....\*County Superintendent, Box 152, **Bakersfield**; 2129 17th Street.  
May R. McCardle.....Teacher, Fresno High School, **Fresno**; 417 West Belmont Avenue.  
DeWitt Montgomery.....\*City Superintendent, Bin H, **Visalia**; 1000 West Center Street.  
Lewis C. Thompson.....Vice-Principal, Union High School, **Madera**; \*116 North I Street.  
C. S. Weaver.....County Superintendent, **Merced**; R. R. 3, Box 32.

## SOUTHERN SECTION

- Arthur Gould.....\*Assistant Superintendent, 720 Chamber of Commerce Building, 12th  
President and Broadway, **Los Angeles**; 5115 Pasadena Avenue.  
F. L. Thurston.....\*307 California Reserve Building, 408 South Spring Street, **Los Angeles**;  
Secretary 126 North Meredith Avenue, Pasadena.  
Lewis E. Adams.....\*City Superintendent, 8th and F Streets, **San Bernardino**; 507 17th Street.  
Ray Adkinson.....\*County Superintendent, Hall of Records, **Santa Ana**;  
1505 North Main Street.  
Mrs. Rhea E. Allen.....Kindergarten Director, Longfellow School, Wardlow and Olive Street,  
**Long Beach**; \*2121 Locust Avenue.  
W. D. Bannister.....\*Principal, Oxnard Union High School, P. O. Box H-1, **Oxnard**;  
429 Magnolia Avenue.  
George E. Bettinger.....\*Principal, **Alhambra** City High School; 30 South Curtis Street.  
Arnold A. Bowhay, Jr.....Principal, Santa Maria Union High School, **Santa Maria**;  
823 South Lincoln Street.  
C. R. Briggs.....Teacher, Hollenbeck Junior High School, 602 South Soto Street,  
**Los Angeles**; 3912 Carolina Street, San Pedro.  
C. L. Broadwater.....\*District Superintendent, **El Segundo** High School;  
610 East Mariposa Avenue.  
George C. Bush.....\*District Superintendent, 1327 Diamond Avenue, **South Pasadena**;  
1700 Ramona Avenue.  
Anna D. Clark.....Teacher, 95th Street School, **Los Angeles**;  
\*607 North Alexandria Avenue.  
Emmett Clark.....\*City Superintendent, **Pomona** High School; 572 San Francisco Avenue.  
Henry G. Clement.....\*District Superintendent, **Redlands**; 250 Buena Vista Street.  
A. R. Clifton.....\*County Superintendent, Thorpe Building, 132 North Broadway,  
**Los Angeles**; 133 North Myrtle, Monrovia.  
Flora Nathalia Cohn.....Teacher, San Pedro Street School, 1631 San Pedro Street, **Los Angeles**;  
\*1500 Wooster Street.  
Cornelius B. Collins.....\*County Superintendent, **El Centro**; 638 South 6th Street.  
Beulah B. Coward.....Assistant Supervisor, Nature Study, 320 East Walnut Street, **Pasadena**;  
\*607 Mound Avenue, South Pasadena.  
William P. Dunlevy.....\*Head, Mathematics Department, **San Diego** High School;  
2924 Ash Street.  
B. F. Enyeart.....\*Principal, Senior High School, **Burbank**; 218 Fairmont Road.  
Noel H. Garrison.....Teacher, **Venice** High School; 1202 Formosa Avenue, Hollywood.  
Gladys B. Grabill.....Teacher, Van Ness Avenue School, 501 North Van Ness Avenue,  
**Los Angeles**; \*534 South Oxford Avenue.



- George M. Green.....\*Principal, **Inglewood** Union High School; 730 East Commercial Street.
- Helen H. S. Greene.....\*Teacher, Covina School, North Citrus and Covina Boulevard, Covina; 418 Jefferson Avenue, Pomona.
- F. A. Henderson.....City Superintendent, **Burbank**; 245 Magnolia Avenue.
- Ella C. Hickman.....Elementary Teacher, Atwater Avenue School, **Los Angeles**; \*1100 Tyler Street, Glendale.
- Floyd J. Highfill.....\*Teacher, University High School, 11800 Texas Avenue, **West Los Angeles**; 1310 Armacost Avenue, West Los Angeles.
- Isabella H. Hilditch.....Girls Vice-Principal, Sweetwater Union High School, **National City**; \*724 B Avenue.
- Eileen S. Hitchcock.....Teacher, Fletcher Drive School, corner Fletcher and Estara Avenues, **Los Angeles**; \*1229 South Glendale Avenue, Glendale.
- Hamilton H. Hoffman.....Principal, **Lone Pine** Union High School.
- Will Henry Hoist.....Registrar, Hollenback Junior High School, 602 South Soto Street, **Los Angeles**; \*738 North Olive Avenue, Burbank.
- Osman R. Hull.....\*Professor, Educational Administration, University of Southern California, 3551 University Avenue, **Los Angeles**; 4501 Circle View Boulevard.
- Edward John Hummel.....\*District Superintendent, Drawer B, **Beverly Hills**; 345 South Doheny Drive.
- Christine A. Jacobsen.....Teacher, 37th Street School, 3670 South Raymond Avenue, **Los Angeles**; \*1320 West 41st Place.
- C. L. Johns.....District Superintendent, 2880 Irvington Avenue, **Huntington Park**; 7004 Marconi Street.
- Mrs. Eugenia W. Jones.....Kindergarten Director, 1st Street School, **Los Angeles**; \*318 South Benton Way.
- Mrs. Hortense A. MacKeever.....Teacher, Bellevue Avenue School, 3317 Bellevue Avenue, **Los Angeles**; \*325½ North Vermont Avenue.
- Gertrude Mallory.....\*Teacher, Franklin High School, 820 North Avenue 54, **Los Angeles**; 443 North Avenue 56.
- Mrs. Pauline Merchant.....Teacher, Washington School, **Garden Grove**.
- Gladys E. Moorhead.....Teacher, Micheltorena School, 1511 Micheltorena Street, **Los Angeles**; 747 South New Hampshire Avenue.
- Harry J. Moore.....\*Principal, Lindbergh Junior High School, corner Market Street and Lewis Avenue, **Long Beach**; 2114 Lime Avenue.
- George U. Moyse.....\*Principal, **Glendale** Union High School, 1440 East Broadway; 322 East Harvard Street.
- Ruth Newby.....Kindergarten Teacher, George Washington School, **Pasadena**; \*527 East Washington Street.
- James P. O'Mara.....Dean of Men, **Pasadena** Junior College; 1724 Rose Villa Street.
- Oliver P. Palestine.....Teacher, Hamilton Junior High School, **Long Beach**; 527 Rose Street.
- Mrs. Georgia B. Parsons.....Teacher, Vine Street School, 955 North Vine Street, **Hollywood**; \*136 North Catalina Street, Los Angeles.
- S. M. Partridge.....\*Teacher, Central Junior High School, 451 North Hill Street, **Los Angeles**; 1333 Ingraham Street.
- A. H. Riddell.....\*Principal, Florence School, **San Diego**; 3720 Pershing Avenue.
- Claude W. Sandifur.....Principal, North Hollywood High School, **North Hollywood**; 11740 Hartsook Drive.
- Elmer C. Sandmeyer.....Teacher, **Santa Monica** Junior College; \*1337 Berkeley Street.
- George W. Scott.....\*District Superintendent, **Blythe**.

Harold F. Seal.....	*Teacher, Long Beach Junior College, <b>Long Beach</b> ; 2117 Olive Avenue.
Albert M. Shaw.....	Teacher, Hollenbeck Junior High, 602 South Soto Street, <b>Los Angeles</b> ; *2833 Estara Avenue.
E. E. Smith.....	*County Superintendent, 108 Lerner Building, <b>Riverside</b> .
Isabella L. Smith.....	Teacher, Coronel School, 725 Wilson Street, <b>Los Angeles</b> ; *1430 South Bonnie Brae Street.
Mrs. Kathleen H. Stevens.....	Teacher, Second Street School, 1942 East 2nd Street, <b>Los Angeles</b> ; 145 Loma Drive.
Paul E. Stewart.....	*City Superintendent, 1235 Chapala Street, <b>Santa Barbara</b> ; 515 East Arrellaga Street.
K. L. Stockton.....	*Supervising Principal, Huntington Park Union High School, 6020 Miles Avenue, <b>Huntington Park</b> ; 6923 Marconi Street.
Edyth Thomas.....	Teacher, Dayton Heights School, 607 North Westmoreland Avenue, <b>Los Angeles</b> ; *967 4th Avenue.
O. Scott Thompson.....	District Superintendent, <b>Compton</b> Union High School and Junior College District; 471 West Palmer Avenue.
Robert A. Thompson.....	*Principal, John Burroughs Junior High School, 600 South McCadden Place, <b>Los Angeles</b> ; 814 Brent Avenue, South Pasadena.
Albert F. Vandegrift.....	Head, Department of Mathematics, Belmont High School, 1575 West Second Street, <b>Los Angeles</b> ; *143 North Coronado Street.
John H. Waldron.....	District Superintendent, <b>Colton</b> ; 192 West C Street.
Richardson D. White.....	*City Superintendent, 107½ South Brand Boulevard, <b>Glendale</b> ; 1530 North Pacific Avenue.
Frank M. Wright.....	*District Superintendent, Columbia School, <b>El Monte</b> ; 432 Washington Street.

## San Diego City Schools

SEVERAL interesting bulletins have been published recently by the San Diego city schools of which Walter T. Hepner is superintendent.

One is a handbook for teachers new to the system. This comprises 24 mimeographed and printed pages and deals with,—general policies and viewpoints; placement and growth of teachers in service; school service departments; routine school requirements and procedures; legal requirements to be observed and other materials. It is a highly-commendable guide for new teachers.

The second bulletin is the report of the superintendent for the last school year and is replete with factual material covering all phases of school work.

\* \* \*

**George H. Geyer** was elected high school principal and district superintendent of the Westwood public schools, to succeed **Robert E. Cralle** who resigned to accept an appointment as deputy superintendent of the Inglewood city school district.

\* \* \*

**Honorable Daniel C. Murphy** of San Francisco, former state senator and at present a member of the San Francisco board of education, has been appointed a member of the state board of education, succeeding **Charles Albert Adams** whose term expired.

A new state society, the **California School Trustees Association**, was recently organized in Sacramento with 50 charter members.

**Warren Stockton** of Bakersfield was elected president. The secretary is **Mrs. I. E. Porter**, also of Bakersfield. **T. D. McGinnis** of Crows Landing is vice-president and **Mrs. L. G. Owen** of San Mateo is treasurer.

President Stockton appointed the following directors: **C. D. Springer** of San Diego county; **W. B. Damkrauger** of Santa Cruz county; **C. T. Williams** of Yolo county; **R. H. Fry** of Solano county; **Dick C. Graham** of Butte county; **C. E. Olson** of Los Angeles county; and **J. A. Lagenbach** of Placer county.

\* \* \*

A far-reaching experiment is about to take place under the auspices of the **University of Denver**. **Dr. Arthur H. Compton** of the University of Chicago is undertaking a world-wide research concerning the cosmic ray. Investigations are to take place in four widely divergent locations; that is:

- (1) The University of Chicago;
- (2) The University of Denver and the Rocky Mountains adjacent thereto;
- (3) The Andes Mountains;
- (4) Lahore, India.

**Dr. J. C. Stearns** of the University of Denver is in charge of these investigations at this station in the Rocky Mountains. The apparatus has been established on Mount Evans at a height of 14,260 feet above sea level. Substations will be established at the Royal Gorge and at Grand Lake, the deepest of the Rocky Mountain lakes.

## Council Committee Personnel

### Administrative Units

#### A. R. Clifton, Chairman

County Superintendent  
Los Angeles

Pansy J. Abbott

County Superintendent  
Redwood City

Robert L. Bird

County Superintendent  
San Luis Obispo

C. L. Broadwater

District Superintendent  
El Segundo

C. B. Collins

County Superintendent  
El Centro

A. G. Elmore

County Superintendent  
Modesto

Roy Good

District Superintendent  
Fort Bragg

George M. Green

District Superintendent  
Inglewood

Edward J. Hummel

District Superintendent  
Beverly Hills

Walter L. Morgan

Chief, Division of Research and Statistics  
State Department of Education  
Sacramento

E. E. Smith

County Superintendent  
Riverside

E. H. Staffelbach

State Teachers College  
San Jose

C. S. Weaver

County Superintendent  
Merced

Dan H. White

County Superintendent  
Fairfield

Frank M. Wright

District Superintendent  
El Monte

### Economies in Education

#### Willard H. Givens, Chairman

City Superintendent  
Oakland

Lewis E. Adams

City Superintendent  
San Bernardino

L. E. Chenoweth

City Superintendent  
Bakersfield

Henry G. Clement

District Superintendent  
Redlands

A. O. Cooperrider

Principal, Arcata High School  
Arcata

B. F. Enyeart

Principal, Senior High School  
Burbank

Robert E. Gilbert

23 Napier Avenue  
Oakland

Edward L. Hardy

President, State Teachers College  
San Diego

Eva Holmes

County Superintendent  
Napa

Charles C. Hughes

City Superintendent  
Sacramento

Louis P. Linn

Route 6, Box 100  
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Lavinia McMurdo

300 Buchanan Street  
San Francisco

Ruth Newby

527 East Washington Street  
Pasadena

Edith E. Pence

53 Toledo Way  
San Francisco

Herman A. Spindt

Principal, Junior College  
Bakersfield

### Ethics and Professional Growth

#### Mrs. Georgia B. Parsons, Chairman

136 North Catalina Avenue  
Los Angeles

Mabel R. Ellis

411 Fifteenth Avenue  
San Francisco

Dr. E. L. Hardy

President, State Teachers College  
San Diego

Miss Eileen Hitchcock

1229 South Glendale Avenue  
Glendale

Mrs. A. C. Mack

Principal, Lincoln School  
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Bakersfield

S. Edna Maguire

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Mill Valley

Gertrude Mallory

Franklin High School  
820 North Avenue 54  
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Oscar H. Olson  
Principal, Roosevelt Grammar School  
Burlingame

Thaddeus Rhodes  
Principal, Francisco Junior High School  
Burlingame

Lewis W. Smith  
City Superintendent  
Berkeley

Edyth Thomas  
967 Fourth Avenue  
Los Angeles

A. F. Vandegrift  
143 North Coronado Street  
Los Angeles

Helen A. Winchester  
562 Rosal Avenue  
Oakland

### Financing Public Education

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City Superintendent  
Burbank

A. A. Bowhay, Jr.  
Principal, Santa Maria Union High School  
Santa Maria

C. R. Briggs  
Hollenbeck Junior High School  
602 South Soto Street  
Los Angeles

William H. Hanlon  
County Superintendent  
Martinez

C. Ray Holbrook  
City Superintendent  
Santa Cruz

DeWitt Montgomery  
City Superintendent  
Visalia

I. R. Waterman  
State Department of Education  
P. O. Box 615  
Sacramento

Will E. Wiley  
District Superintendent  
Lodi

C. D. Winship  
District Superintendent  
Yuba City

### High School, Junior College, and University Relations

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City Superintendent  
Alameda

W. D. Bannister  
Principal, Union High School  
Oxnard

Ed. I. Cook  
2676 Sixth Avenue  
Sacramento

L. P. Farris  
Principal, Oakland High School  
Oakland

Charles C. Hughes  
City Superintendent  
Sacramento

Dr. Osman R. Hull  
Professor, Educational Administration  
University of Southern California  
Los Angeles

George U. Moyse  
Principal, Union High School  
Glendale

A. C. Olney  
Principal, Marin Union Junior College  
Kentfield

Dr. Nicholas Ricciardi  
Chief, Division of Secondary Education  
State Department of Education  
Sacramento

Elmer C. Sandmeyer  
Santa Monica Junior College  
Santa Monica

Herman A. Spindt  
Principal, Junior College  
Bakersfield

O. Scott Thompson  
District Superintendent  
Junior College  
Compton

### Institutes, Conventions, and Programs

**Robert E. Gilbert, Chairman**  
23 Napier Avenue  
Oakland

Mrs. Annie R. Babcock  
71 Humboldt Street  
Willits

Mrs. Minnie M. Gray  
P. O. Box 156  
Yuba City

Earl G. Gridley  
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Louis P. Linn  
Route 6, Box 100  
Fresno

T. S. MacQuiddy  
District Superintendent of Schools  
High School  
Watsonville

F. L. Thurston  
307 California Reserve Building  
Los Angeles

### International Relations

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411 Fifteenth Avenue  
San Francisco

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Lemoore

Christine A. Jacobsen  
1320 West Forty-first Place  
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Harold F. Seal  
Long Beach Junior College  
Long Beach

Lewis W. Smith  
City Superintendent  
2325 Milvia Street  
Berkeley

Albert F. Vandegrift  
143 North Coronado Street  
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**Kindergarten-Primary Schools****Mrs. Eugenia West Jones, Chairman**

318 South Benton Way  
Los Angeles

Lewis E. Adams  
City Superintendent  
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Mrs. Rhea H. Allen  
2121 Locust Avenue  
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Josephine Leffler  
807 North Eldorado Street  
Stockton

Lavinia McMurdo  
300 Buchanan Street  
San Francisco

Walter E. Morgan  
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Ruth Newby  
527 East Washington Street  
Pasadena

Minerva Ferguson  
County Superintendent  
Lakeport

Will E. Wiley  
District Superintendent  
Needham School  
Lodi

George C. Bush  
City Superintendent  
South Pasadena

Charles H. Camper  
City Superintendent  
Chico

A. R. Clifton  
County Superintendent  
Los Angeles

A. J. Cloud  
Chief Deputy Superintendent  
San Francisco

Sam H. Cohn  
Deputy Superintendent of Public Instruction  
Sacramento

Ed. I. Cook  
2676 Sixth Avenue  
Sacramento

William P. Dunlevy  
High School  
San Diego

Clarence W. Edwards  
County Superintendent  
Fresno

Ralph W. Everett  
2740 Portola Way  
Sacramento

Willard E. Givens  
City Superintendent  
Oakland

Roy Good  
District Superintendent  
Fort Bragg

J. E. Hancock  
County Superintendent  
San Jose

Herbert L. Healy  
County Superintendent  
Bakersfield

Walter T. Helms  
City Superintendent  
Richmond

Dr. Osman R. Hull  
Professor, University of Southern California  
Los Angeles

Mrs. Eugenia West Jones  
318 South Benton Way  
Los Angeles

Vierling Kersey  
State Superintendent of Public Instruction  
Sacramento

David E. Martin  
County Superintendent of Schools  
Oakland

May R. McCardle  
Fresno High School  
Fresno

James P. O'Mara  
Pasadena Junior College  
Pasadena

Oliver P. Palstine  
Hamilton Junior High School  
Long Beach

Louis E. Plummer  
Principal, Union High School  
Fullerton

Mrs. Kathleen H. Stevens  
1942 East Second Street  
Los Angeles

**Leaves of Absence**

*(This committee is appointed to study conditions surrounding leaves and to make recommendations that boards may desire to follow.)*

**Albert M. Shaw, Chairman**

2833 Estara Avenue  
Los Angeles

Beulah B. Coward  
607 Mound Avenue  
South Pasadena

Mrs. Hortense B. MacKeever  
325½ North Vermont Avenue  
Los Angeles

Gladys E. Moorhead  
747 South New Hampshire Avenue  
Los Angeles

Thaddeus H. Rhodes  
Principal, Francisco Junior High School  
Powell and Francisco Streets  
San Francisco

**Legislative****J. M. Gwinn, Chairman**

Superintendent of Schools  
San Francisco

Walter L. Bachrodt  
City Superintendent  
San Jose

George J. Badura  
Principal, Union High School  
Fortuna

Robert L. Bird  
County Superintendent  
San Luis Obispo

Paul E. Stewart  
City Superintendent  
Santa Barbara  
Curtis E. Warren  
District Superintendent  
Marysville  
R. D. White  
City Superintendent  
Glendale

### The Problem Child

A. H. Riddell, Chairman  
Principal, Florence School  
San Diego  
W. P. Cramsie  
101 East Saint James Street  
San Jose  
J. A. Cranston  
305 Cypress Street  
Santa Ana  
C. W. Edwards  
County Superintendent  
Fresno  
R. E. Golway  
County Superintendent  
Sacramento  
Gladys B. Grabill  
534 South Oxford Avenue  
Los Angeles  
Ella C. Hickman  
1100 Tyler Street  
Glendale  
H. H. Hoffman  
Principal, Union High School  
Lone Pine  
C. L. Johns  
District Superintendent  
Huntington Park  
Harry J. Moore  
Principal, Lindbergh Junior High School  
Long Beach  
Mabelle Wilson  
820 Contra Costa Avenue  
Berkeley  
Helen Winchester  
562 Rosal Avenue  
Oakland

### Professional Reading

Ed. I. Cook, Chairman  
2676 Sixth Avenue  
Sacramento  
Pansy J. Abbott  
County Superintendent  
Redwood City  
Freida M. Beik  
106 Linden Street  
Oroville  
C. L. Broadwater  
District Superintendent  
El Segundo  
L. E. Chenoweth  
City Superintendent  
Bakersfield  
Emmett Clark  
City Superintendent  
Pomona  
Henry G. Clement  
District Superintendent  
Redlands

Flora N. Cohn  
1500 Wooster Street  
Los Angeles  
W. P. Cramsie  
101 East Saint James Street  
San Jose  
L. P. Farris  
Principal, High School  
Oakland  
Helen H. S. Greene  
Covina School  
Covina  
Walter T. Helms  
City Superintendent  
Richmond  
Isabella H. Hilditch  
724 B Avenue  
National City  
H. H. Hoffman  
Principal, Union High School  
Lone Pine  
E. J. Hummel  
District Superintendent  
Beverly Hills  
Josephine Leffler  
807 North Eldorado Street  
Stockton  
Gertrude Mallory  
Franklin High School  
Los Angeles  
DeWitt Montgomery  
City Superintendent  
Visalia  
Mary F. Mooney  
360 Hyde Street  
San Francisco  
S. M. Partridge  
Central Junior High School  
Los Angeles  
George W. Scott  
District Superintendent  
Blythe  
Isabella L. Smith  
1430 South Bonnie Brae Street  
Los Angeles  
Edyth Thomas  
967 Fourth Avenue  
Los Angeles  
Lewis C. Thompson  
116 North I Street  
Madera  
O. Scott Thompson  
Compton Junior College  
Compton  
C. S. Weaver  
County Superintendent  
Merced  
R. D. White  
City Superintendent  
Glendale

### Public Relations

A. J. Cloud, Chairman  
Chief Deputy Superintendent of Schools  
City Hall  
San Francisco  
Ray Adkinson  
County Superintendent  
Santa Ana

Emmett Clark  
City Superintendent  
Pomona

A. O. Cooperrider  
Principal, Arcata High School  
Arcata

James G. Force  
County Superintendent  
Salinas

R. R. Hartzell  
District Superintendent  
Red Bluff

Ella C. Hickman  
1100 Tyler Street  
Glendale

Mrs. Jessie B. Madison  
County Superintendent  
Susanville

R. A. Thompson  
Principal, John Burroughs Junior High School  
600 South McCadden Place  
Los Angeles

Mrs. Hortense A. MacKeever  
325½ North Vermont Avenue  
Los Angeles

James P. O'Mara  
Pasadena Junior College  
Pasadena

George E. Bettinger  
Principal, City High School  
Alhambra

Virgil E. Dickson  
Assistant Superintendent and Director, Bureau  
of Research  
Berkeley City Schools  
Berkeley

George C. Jensen  
1521 Twelfth Avenue  
Sacramento

Mrs. Jessie B. Madison  
County Superintendent  
Susanville

Walter E. Morgan  
Chief, Division of Research and Statistics  
State Department of Education  
P. O. Box 615  
Sacramento

Claude W. Sandifur  
11740 Hartsook Drive  
North Hollywood

Lewis W. Smith  
City Superintendent  
Berkeley

E. H. Staffelbach  
San Jose State Teachers College  
San Jose

### Radio and Visual Education

Mary F. Mooney, Chairman  
300 Hyde Street  
San Francisco

George E. Bettinger  
Principal, City High School  
Alhambra

Blanche E. Davis  
County Superintendent  
Hollister

Dr. Ira W. Kibby  
Chief, Bureau of Business Education  
Division of City Secondary Schools  
State Department of Education  
P. O. Box 615  
Sacramento

Paul M. Pitman  
Educational Director, KPO  
Hale Brothers  
San Francisco

John H. Waldron  
District Superintendent  
Colton

C. D. Winship  
District Superintendent  
Box 326  
Yuba City

Frank M. Wright  
District Superintendent  
Columbia School  
El Monte

### Research, Statistics and Reports

J. H. Bradley, Chairman  
City Superintendent  
Modesto

Dr. J. C. Almack  
Professor of Education  
Stanford University

### Retirement

Earl G. Gridley, Chairman  
2163 Center Street  
Berkeley

Minerva Ferguson  
County Superintendent  
Lakeport

J. F. Graham  
Principal, Union High School  
Lemoore

Floyd J. Highfill  
University High School  
11800 Texas Avenue  
West Los Angeles

Isabella Hilditch  
724 B Avenue  
National City

E. W. Kottinger  
1526 Webster Street  
Oakland

May R. McCardle  
417 West Belmont Avenue  
Fresno

Edgar E. Muller  
3909 Linwood Avenue  
Oakland

Edith E. Pence  
53 Toledo Way  
San Francisco

G. W. Scott  
District Superintendent  
Blythe

Albert M. Shaw  
2833 Estara Avenue  
Los Angeles

J. H. Waldron  
District Superintendent  
Colton

### Special Types of Education

#### S. J. Brainerd, Chairman

- City Superintendent  
Tulare
- B. F. Enyeart  
Principal, Senior High School  
Burbank
- C. L. Geer  
District Superintendent  
Coalinga
- George M. Green  
District Superintendent  
Inglewood
- H. D. Hicker  
State Department of Education  
P. O. Box 615  
Sacramento
- Miss Eileen S. Hitchcock  
1229 South Glendale Avenue  
Glendale
- T. S. MacQuiddy  
District Superintendent  
Watsonville
- Walter C. Nolan  
Deputy Superintendent of Schools  
City Hall  
San Francisco
- C. B. Collins  
County Superintendent  
El Centro
- Floyd J. Highfill  
University High School  
11800 Texas Avenue  
West Los Angeles

### Teacher Employment

*(Unemployment, employment, placement, certification of new teachers, re-employment of teachers long absent from service, oversupply, rated lists of out-of-state applicants.)*

#### George C. Bush, Chairman

- City Superintendent  
South Pasadena
- Dr. J. C. Almack  
Professor of Education  
Stanford University
- Arnold A. Bowhay, Jr.  
Principal, Union High School  
Santa Maria
- Anna D. Clark  
607 North Alexandria Avenue  
Los Angeles
- William P. Dunlevy  
San Diego High School  
San Diego
- Noel M. Garrison  
1202 Formosa Avenue  
Hollywood
- E. L. Hardy  
President, State Teachers College  
San Diego
- Eva Holmes  
County Superintendent  
Napa
- Dr. Osman R. Hull  
Professor, Educational Administration  
University of Southern California  
Los Angeles

#### E. W. Kottlinger

- 1526 Webster Street  
Oakland
- Mrs. Pauline Merchant  
Washington School  
Garden Grove
- Harry J. Moore  
Principal, Lindbergh Junior High School  
Long Beach
- Walter C. Nolan  
Deputy Superintendent of Schools  
San Francisco
- Oscar H. Olson  
Principal, Roosevelt Grammar School  
Burlingame
- Elmer C. Sandmeyer  
1337 Berkeley Street  
Santa Monica
- E. H. Staffelbach  
State Teachers College  
San Jose
- Paul E. Stewart  
City Superintendent  
Santa Barbara
- K. L. Stockton  
6020 Miles Avenue  
Huntington Park

### Teachers Salaries

#### A. S. Colton, Chairman

- 3424 Webster Street  
Oakland
- Mrs. Annie R. Babcock  
71 Humboldt Street  
Willits
- Flora N. Cohn  
1500 Wooster Street  
Los Angeles
- Ralph W. Everett  
2740 Portola Way  
Sacramento
- Will H. Holst  
738 North Olive Avenue  
Burbank
- C. L. Johns  
District Superintendent  
2880 Irvington Avenue  
Huntington Park
- S. M. Partridge  
Central Junior High School  
451 North Hill Street  
Los Angeles
- Harold F. Seal  
Long Beach Junior College  
Long Beach
- E. E. Smith  
County Superintendent  
Riverside
- Mrs. Kathleen H. Stevens  
145 Loma Drive  
Los Angeles

### Tenure

#### K. L. Stockton, Chairman

- Supervising Principal, Huntington Park Union  
High School  
Huntington Park



Ray Adkinson  
County Superintendent  
Santa Ana

Freida M. Belk  
106 Linden Street  
Oroville

Anna D. Clark  
607 North Alexandria Avenue  
Los Angeles

R. W. Everett  
2740 Portola Way  
Sacramento

C. L. Geer  
District Superintendent  
Coalinga

W. E. Givens  
City Superintendent  
Oakland

Helen H. S. Greene  
Covina School  
North Citrus and Covina Boulevard  
Covina

Edna Maguire  
141 Corte Madera Avenue  
Mill Valley

Gladys E. Moorhead  
747 South New Hampshire Avenue  
Los Angeles

Claude W. Sandifur  
11740 Hartsook Drive  
North Hollywood

L. C. Thompson  
116 North I Street  
Madera

Mabelle Wilson  
820 Contra Costa Avenue  
Berkeley

### Textbooks, Supplementary Books, and Libraries

Arthur Gould, Chairman  
Assistant Superintendent  
Los Angeles

Walter L. Bachrodt  
City Superintendent  
San Jose

Noel H. Garrison  
High School  
Venice

R. E. Golway  
County Superintendent  
Sacramento

Roy Good  
District Superintendent  
Fort Bragg

Herbert L. Healy  
County Superintendent  
Bakersfield

Mrs. Pauline Merchant  
Washington School  
Garden Grove

Edgar E. Muller  
3909 Linwood Avenue  
Oakland

Bruce H. Painter  
278 Seventeenth Avenue  
San Francisco

A. H. Riddell  
Principal, Florence School  
San Diego

Curtis E. Warren  
District Superintendent  
Marysville

John R. Williams  
County Superintendent  
Stockton

### Welfare

F. L. Thurston, Chairman  
Secretary, Southern Section, C. T. A  
307 California Reserve Building  
Los Angeles

Beulah B. Coward  
607 Mound Avenue  
South Pasadena

Minnie M. Gray  
Box 156  
Yuba City

Robert H. Hartzell  
District Superintendent  
Red Bluff

Christine Jacobson  
1320 West Forty-first Place  
Los Angeles

Isabella L. Smith  
1430 South Bonnie Brae Street  
Los Angeles

Robert A. Thompson  
Principal, John Burroughs Junior High School  
600 South McCadden Place  
Los Angeles

Will H. Holst  
738 North Olive Avenue  
Burbank

\* \* \*

## The Triangle Arithmetics

JOHN C. WINSTON COMPANY, Publishers, of Philadelphia, has brought out a new course in mathematics for junior high schools. This "Triangle Series" is prepared by Brueckner, Anderson and Banting of Minnesota and Wisconsin; co-authors of Book Three are Farnan and Woolsey of Minnesota.

The great amount of research done by the authors is reflected in the treatment of social, civic and economic values. The pupil is constantly led to think about quantitative aspects of life, such as the mathematics of the consumer in buying and selling; the mathematics of the home in budgets, accounts, bills, installment buying, insurance, saving and investing; and the mathematics of industry in simple units built around typical industries. Thus he develops an appreciation of the utility of number and its importance in social and occupational problems.

Many new and modern applications of mathematics are included in this series. This is desirable in such a rapidly-changing civilization as the present. Nothing has been included merely for "flash," however—each unit carries the pupil one step forward to a definite goal.

Pacific Coast representative of the Winston Company is William Cairns Harper, 149 New Montgomery Street, San Francisco.

# Teaching Art as



*A boy of 9 in one of Mr. Brown's primary classes cut out the wood block reproduced here. Subject, medium and composition were left to his choice without any guidance aside from his own imagination.*

**C**ALIFORNIA educators will be interested to learn of a new department of child-training happily inaugurated at the Chouinard School of Art, Los Angeles, under the personal direction of Harold Brown, late of Hull House, Chicago.

Mr. Brown has been retained by the Chouinard school to specialize in the development of the creative art talents of children in a series of Saturday morning sessions through the fall and winter terms. His methods are as effective as they are sound, and have been proved over a long period of years of actual experience while connected with Jane Addams famous Hull House.

According to Mr. Brown, the real creative urge in a child is never discovered by ordinary teaching methods because too much direction is employed before the child has revealed anything to be directed. Mr. Brown's primary classes present a scene of refreshing confusion, in that every pupil is left to his own resources; to use crayon, chalk, paint or any medium at hand in carrying out whatever idea may be lurking within.

The room in which this work is done is furnished with a number of still life objects, shapes and patterned drapes, and a figure is posed to offer a wide variety of subjects. No child is told what to draw. He is told to go ahead

and put on paper what he sees in his mind, using the surroundings where they might be needed for suggestion, inspiration or in the case of advanced pupils, actual form.

The papers handed in at the conclusion of these primary classes represent a remarkable cross-section of creative thought, mood and environment. After several classes amid rearranged surroundings, a more or less consistent trend is noticed in the work of each pupil; then direction is introduced in such a way that full expression is never hampered.

## The Child Helps Himself

Basically, Mr. Brown's method is similar to others in that he attempts to draw out the best efforts of each pupil, but his technique is different. The child is always led to believe that he is finding his own faults; correcting them to satisfy his own idea of perfection, all the while being guided by queried suggestions rather than dictated rules.

**A**NOTHER interesting feature regarding Mr. Brown's method of child instruction is the flexibility of the standard of perfection set up before the individual child. The department of child training at Chouinard is not necessarily a preparatory class for the more advanced classes.

True, the adept youngster progresses as his ability develops, but he is not forever reminded that he is but a child striving to match or exceed the efforts of his elders. The child who

# a "Self-Activity"

By EARL P. ANDREEN

Principal, Alexander Hamilton School, San Diego

has made a contribution has the same feeling of satisfaction as an advanced student, for his work is judged with the work of others on the same level.

*This sympathetic feeling creates an enthusiasm which finds expression in a freedom never apparent in the work of young students who are held down to designated subjects and media. The advancement of the child is a continuous growth from one level to the next without being broken up into grades.*

## Natural Advancement Is Easy

Each unit leads directly into another in such a way that the child is always concentrating on the work at hand, bending every effort to achieve perfection without any thought of mere promotion as a reward of merit.

The net result is an amazing progress along the line of endeavor the child has indicated himself as best suited to follow. In this way the child develops a confidence in himself as well as in his instructor, gradually letting himself out and becoming more and more plastic material for development.

While conducting these primary classes in creative art at Hull House, Mr. Brown collected a mass of interesting work done by children of all ages, creeds and races. This collection may be viewed at the Chouinard school, where it is being held as a standard of comparison with the work of Californian children attending the current class. This comparison is not one of quality so much as of tone and the effect of environment. From a casual survey of the work being done by children under Mr. Brown's direction, it is apparent that his present class of California school children possesses an entirely different feeling for similar subjects submitted to his Hull House class.

Freedom of movement and lively coloring are prominent features in the work of these young Californians, unconsciously interpreting the environment in which they live and play.

In securing Mr. Brown to conduct this important children's Saturday morning class during the fall and winter term, Mrs. Nelbert

Chouinard, managing director of the school, hopes to prove conclusively that it is never too early to develop a child's natural power of expression through the medium of correct and well-directed art training. In reviewing the first efforts of the newly-enrolled class of school children, it is clearly shown that the elementary art training provided in the California public schools is far in advance of that of other states.

At the end of the current term the primary class will hold an exhibit, at which time scholarships will be awarded to those showing the most progress.

So much interest has been shown in Mr. Brown's advanced methods that the Chouinard School of Art offers an observation course for teachers during the Saturday classes.

**I**NAUGURATION of Mr. Brown's department has done much to distinguish the Chouinard school as one of the most progressive institutions of its kind. Three years ago, at an international exhibit held at Prague, this California school was voted one of the three leading schools in the United States.

This award established a leadership which has been maintained by reaching out and securing the best available teaching talent in all branches of the arts. Arrangements have just been completed whereby Hans Hoffman, famed German artist who conducted a class at the University of California this year, will return to California next spring to join the teaching faculty at the Chouinard school.

On the faculty at the present time are such distinguished artists as **Pruett Carter**, illustration; **Lawrence Murphy**, life; **Jorge J. Crespo**, creative design and painting; **Millard Sheets**, landscape; **Patti Patterson**, stage and costume design; **Richard J. Neutra**, modern architecture; **Charles Everett Johnson** and **Vernon Caldwell**, advertising and commercial art; **Philip Dike**, painting, and other prominent specialists in fashion design, sculpture, interior decorating and pottery.

Surrounded by an atmosphere created by these many classes working under the tutelage of able teachers, the child entering Mr. Brown's class of creative art cannot help but absorb inspiration that will reflect in his own efforts.

# Educational Research Studies in California

ELMER H. STAFFELBACH, C. T. A. Director of Research

IT is the purpose of the Committee on Research and Statistics<sup>1</sup> of the California Teachers Association to collect and publish annually information concerning the research activities of school departments in this state.

The following list represents the committee's first publication of this kind. Reports were solicited as widely as the committee's information allowed. Possibly some important studies have been overlooked. In order to avoid such omissions in the future the co-operation of all researchers throughout the state in sending in reports of studies is urgently invited.

The following list does not contain studies completed as theses in fulfillment of degree requirements at universities and colleges. A bibliography of such studies is published annually in the California Quarterly of Secondary Education, and in the opinion of the present committee a duplication of this work would not be desirable.

The committee extends its thanks to all those who, through their co-operation in reporting research studies, have made the publication of the present list possible.

J. H. BRADLEY  
Chairman

The numbers following the title of each study signify as follows:

1. Date, or probable date, of the completion of the study.
2. Is the study to be published?
3. Form of the study when published.
4. Probable price of the published report.
5. Will the report be available in quantities?

## GENERAL RESEARCH

### Tests, Measurements and Pupil Placement

#### (Completed Studies)

Gruwell, Jessie Louise, Inglewood City Schools.  
**An Experimental Study of the Relation of Handedness to Speech.**

1, May, 1931; 2, yes; 3, article; 5, yes.

1. The personnel of the C. T. A. Committee on Research and Statistics is as follows: J. H. Bradley, chairman; George E. Bettinger, Ernest P. Branson, Virgil Dickson, George C. Jensen, Walter E. Morgan, E. H. Staffelbach.

Herriott, M. E., Fuller, Florence D. and Nettels, Charles H., Los Angeles City Schools.

#### **Textbook Adoption and Evaluation Procedures.**

1, October, 1930; 2, October, 1930; 3, L. A. Educ. Research Bulletin; 5, yes.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Art Ability in Japanese.**

1, November, 1930; 2, yes; 3, monograph; 5, will be.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Group Co-operation Test.**

1, May, 1931; 2, yes; 3, article; 5, will be.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Map Rating Scale.**

1, May, 1930; 2, yes; 3, rating scale; 5, will be.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Vocabulary Grade Placement of Typical Newspaper Content.**

1, September, 1930; 2, published; 3, magazine; 4, none; 5, yes.

McAnulty, Alice, and Chapin, Alice, Los Angeles City Schools.

#### **The Problem of Stuttering in the Los Angeles Public Schools.**

1, May, 1931; 2, probably.

Rutledge, R. E., Oakland Public Schools.

#### **Per Cent Acceleration, Retardation and At Age.**

1, fall, 1930; 2-3, typed; 5, two-week loan.

Steinmetz, Harry C., and Lewerenz, Alfred S., Los Angeles City Schools.

#### **Orientation Test.**

1, May, 1931; 2, published; 3, test or article.

#### (In Progress)

Hermans, Mabel C., Los Angeles City Schools.  
**An Experiment in Free Reading.**

1, June, 1931; 2, possibly; 3, article; 5, limited.

Martin, M. F., Los Angeles City Schools.

#### **Newspaper Reading of Subnormal Children.**

1, June, 1931; 2, probably; 3, bulletin; 5, yes—will be.

## Curricular and Extra-Curricular

#### (Completed)

Donlon, Nell, San Jose City Schools.

#### **"The King's Henchman" and Milton's "King Edgar."**

1, completed; 2, yes; 3, magazine "Notes and Comments."

Ferguson, Ruby, San Jose City Schools.

#### **Historical Development of Russian River Valley, 1579-1865.**

1, April, 1931; 2, yes.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Children and the Public Library.**

1, April, 1931; 2, published; 3, magazine; 4, 50c; 5, yes.

Lewerenz, Alfred S., Los Angeles City Schools.  
**Pupils Injured in School Accidents.**

1, November, 1930; 2, published; 3, magazine; 4, none; 5, yes.



Lewerenz, Alfred S., Los Angeles City Schools.  
**Traffic Fatalities to School Children.**

1, March, 1931; 2, published; 3, magazine; 5, yes.

Nettels, Charles H., Los Angeles City Schools.  
**Science Topics That Are of Interest and Use to Adults.**

1, September, 1930; 2, published; 3, Science Education, March, 1931; 5, no.

Santa Monica Music Department and Research Staff, Santa Monica.

**Use of Radio in Santa Monica City Schools.**

1, December, 1930; 2, published; 3, mimeographed; 5, yes.

#### (In Progress)

Armstrong, Caroline, Los Angeles City Schools.

**Boy and the Automobile.**

1, June, 1931; 2, yes; 3, part of book; 5, will be.

McCredy, Mary F., Los Angeles City Schools.

**Co-ordination of Employment and Curricula for Pupils of Low Mental Endowment.**

1, June, 1932; 2, probably; 3, mimeographed; 5, will be.

Merrill, R. C., and Norris, Lois, Tehama County.

**Health.**

1, June, 1931; 2, probably; 3, mimeograph.

Regnart, Marjorie, San Jose City Schools.

**Visual Art Education.**

1, August, 1931.

#### Method and Procedure

##### (Completed)

Cassin, Kathryn, San Jose City Schools.

**Training of Retail Sales Employees in the City of San Jose.**

1, April, 1931; 2, no; 3, seminar study; 5, no.

Von Christianson, Anne, San Jose City Schools.

**Motivation by Praise and Criticism in the Teaching of Social Science.**

1, August, 1930; 2, no.

##### (In Progress)

Eby, Harvey L., University of California at Los Angeles.

**The Old-Type and the Self-Examination as Educational Means with Special Reference to the Self-Examination.**

1-2, yes; 3, in a book.

#### ADMINISTRATIVE AND TEACHING STAFF

##### (Completed)

Branson, Ernest P., Long Beach City Schools.

**The Evaluation of Training and Other Requirements for Guidance Officials.**

1, April, 1931; 3, mimeographed; 5, yes.

Ching, Frederick, Oakland Public Schools.

**Building and Sites Program for the Oakland Public Schools, Vol. I.**

1, February, 1931; 2, published; 3, book; 4, \$2.50; 5, yes.

Gould, Arthur, and Nettels, Charles H., Los Angeles City Schools.

**Induction of New Teachers Into Service.**

1, April, 1931; 2, published; 3, multigraphed; 5, no.

Herron, A. M., and Research Department, Oakland Public Schools.

**A Critical Evaluation of Oakland's Plan of Inexperienced Teacher Employment.**

1, May, 1931; 3, typed; 5, two-week loan.

Hughes, W. Hardin, Pasadena City Schools.

**Analyzing the Ingredients of Teachers' Marks.**

1, August, 1930; 2, yes; 3, The Nation's Schools, December, 1930; 5, probably.

Hughes, W. Hardin, Pasadena City Schools.

**Refining the Estimate of Personal Qualities.**

1, November, 1930; 2, published; 3, The Nation's Schools, October, 1930; 5, probably.

Hughes, W. Hardin, Pasadena City Schools.

**Relation of Teachers' Salaries to Expenditures—Special Reference to Pasadena.**

1, May, 1931; 2, published; 3, Pasadena Teachers Magazine, June, 1931; 5, small quantities.

McFadden, T. W., Department of Attendance and Child Welfare, Oakland Public Schools.

**Cost of Communicable Diseases in Oakland Public Schools During 1929-1930 Through Loss of State Apportionment Funds.**

1, July, 1930; 3, typed; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Report on Holding Power of Oakland Public Schools.**

1, March, 1931; 3, dittoed; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Report on Professional Study of Teachers and Principals of the Oakland Public Schools for Year Ending December 31, 1930.**

1, January, 1931; 3, mimeographed; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Summary of Data Relative to Elementary Librarians.**

1, October, 1930; 3, typed; 5, two-week loan.

Rutledge, R. E., Oakland Public Schools.

**Teachers Giving Failing Marks in Excess of Ten Per Cent for the Semester Ending December 12, 1930.**

1, February, 1931; 3, typed; 5, two-week loan.

Segel, David, Long Beach City Schools.

**Summer Vacation Report for 1930.**

1, February, 1931; 2, yes; 3, mimeographed; 5, yes.

Whiteneck, H. A., Long Beach City Schools.

**Size of Class.**

1, December, 1930; 2, yes; 3, mimeographed; 5, yes.

Whiteneck, H. A., Long Beach City Schools.

**Yard Duty Schedules.**

1, May, 1931; 2, published; 3, mimeographed; 5, yes.

Wirt, Helen L., Oakland Public Schools.

**The Office of Dean of Girls in the Senior High Schools of California.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

##### (In Progress)

Shipley, A. H., Fresno County.

**Construction of County Standard Tests.**

1, 1931 in part; 2, unlikely; 5, yes.

Shipley, A. H., Fresno County.

**Plan to Make Teachers Tests More Objective.**

1, 1931; 3, monograph or series of articles.

- Teach, Charles E., Superintendent of Schools, San Luis Obispo.  
**Some Perplexing Problems in Secondary School Administration.**  
 1, summer, 1931.

### PRIMARY

#### Tests, Measurements and Pupil Placement

(Completed)

- Grover, C. C., Oakland Public Schools.  
**Report on L-3 Grade Mental Tests, Fall Semester, 1930.**  
 1, November, 1930; 3, mimeographed; 5, copies available.
- Grover, C. C., Oakland Public Schools.  
**Report on L-3 Grade Mental Test, Spring Semester, 1931.**  
 1, March, 1931; 3, mimeographed; 5, copies available.
- Grover, C. C., Oakland Public Schools.  
**Report on Results of Primary Group Intelligence Tests, Fall Semester, 1930.**  
 1, October, 1930; 3, mimeographed; 5, copies available.
- Grover, C. C., Oakland Public Schools.  
**Report on Results of Primary Group Intelligence Tests, Spring Semester, 1931.**  
 1, February, 1931; 3, mimeographed; 5, copies available.
- Grover, C. C., and Committee, Oakland Public Schools.  
**Oakland Arithmetic Tests for Grades 3 and 4.**  
 1, June, 1931; 2, to be printed; 3, test; 5, August, 1931.
- Lee, J. Murray, and Clark, Willis W., Burbank City Schools.  
**Standardization of the Lee-Clark Reading Readiness Test.**  
 1, May, 1931; 2, yes; 3, tests; 5, yes.
- Lee, J. Murray, and Clark, Willis W., Burbank City Schools.  
**Standardization of the Lee-Clark First Grade Reading Test.**  
 1, March, 1931; 2, published; 3, tests; 4, 75c per 25; 5, yes.
- McAnulty, Ellen A., and Clark, Willis W., Los Angeles City Schools.  
**A Study of Ten Primary and Ten Elementary Reading Tests.**  
 1, March, 1931; 2, published; 3, L. A. Educ. Research Bulletin; 4, none; 5, limited.
- McLaughlin, K. L., University of California at Los Angeles.  
**First Grade Readiness and Retardation.**  
 1, November, 1928; 2, published; 3, pamphlet; 4, 40c; 5, yes. (C. K. P. Assoc., April, 1929.)
- Raybold, Emma, Los Angeles City Schools.  
**A Study of First Grade Pupils.**  
 1, January, 1931; 2, published; 3, magazine; 4, none; 5, yes.

(In Progress)

- Lee, Dorris May, and Lee, J. Murray, Burbank City Schools.  
**Kindergarten Rating Scale to Predict Reading Readiness.**  
 1, May, 1932; 2, yes; 3, part of a test; 5, will be.

- Munce, Tillie, and Shipley, A. H., Fresno County.  
**Study of Primary Reading and Development Tests.**  
 1, 1932; 3, article.

### Methods and Procedure

(Completed)

- Giddings, Frances, University of California at Los Angeles.  
**California Teachers' Guide to Child Development. The Essentials of an Activity Program. Developmental Activities that Involve Language Acquisition.**  
 1, December, 1930; 2, published September, 1930; 3, chapter and section in book; 4, 85c; 5, yes, State Dept. of Educ., Sacramento.
- McLaughlin, K. L., University of California at Los Angeles.  
**Providing for Immature School Entrants.**  
 1, November, 1929; 2, published; 3, Childhood Education, Vol. VII, pp. 85-92. October, 1930; 4-5, no.
- Waddell, Charles W., Professor of Education, U. C. L. A.  
**A Six-Year Experiment with a Nursery School.**  
 1, November, 1930; 2, published May 1, 1931; 3, book; 4, \$1 in paper, \$2 in cloth; 5, yes, Comptroller, U. C. L. A.

(In Progress)

- Bolenbaugh, Lawrence, Piedmont.  
**Elementary Reading With and Without a Supervisor.**  
 1, 1932.

### ELEMENTARY

#### Tests, Measurements and Pupil Placement

(Completed)

- Armstrong, Caroline, Los Angeles City Schools.  
**Undesirable Behavior Trends of Educationally Maladjusted Pupils.**  
 1, February, 1931; 2, published; 3, Fourth Year-book of the Division; 5, yes.
- Cocke, Olive, under Stormzand, M. J., Santa Monica.  
**An Experimental Study of the Value of Work-books in Arithmetic.**  
 1, May, 1931; 2, published; 3, mimeo; 5, a few.
- Grover, C. C., Oakland City Schools.  
**Results of Kuhlmann Anderson Intelligence Test and the Stanford Reading Test in the High Sixth Grade, Fall Semester, 1930.**  
 1, January, 1931; 3, mimeo; 5, copies available.
- Grover, C. C., Oakland City Schools.  
**Results of Standard Reading Test and National Intelligence Tests in High Sixth Grade, Spring Semester, 1930.**  
 1, September, 1930; 3, mimeo; 5, copies available.
- Hood, Mrs. Helen V., Alhambra High School.  
**Failures in the Elementary Schools, February, 1929, to June, 1930.**  
 1, November, 1930; 2, published; 3, mimeo; 4, none; 5, yes.
- Hughes, W. Hardin, Pasadena City Schools.  
**How Homogeneous Is a "Homogeneous Group?"**  
 1, July, 1930; 2, published; 3, The Nation's Schools, October, 1930; 5, probably.

Lee, J. Murray, Burbank City Schools.

**An Evaluation of Supplementary Spellers in Use in Burbank.**

1, May, 1931; 2, published; 3, mimeo; 5, no.

Lewerenz, Alfred S., Los Angeles City Schools.

**Vocabulary Diversity.**

1, February, 1931; 2, published; 3, work sheet; 4, 15c; 5, yes.

Lewerenz, Alfred S., Statistician, Los Angeles City Schools.

**Vocabulary Grade Placement of Elementary Supplemental Textbooks.**

1, June, 1931; 2, yes; 3, magazine; 4, none; 5, yes.

Lewerenz, Alfred S., Los Angeles City Schools.

**Vocabulary Interest.**

1, October, 1930; 2, published; 3, mimeo; 5, yes.

Lewerenz, Alfred S., Los Angeles City Schools.

**Word Appreciation Test.**

1, March, 1931; 2, published; 3, test; 5, yes.

McAnulty, Ellen A., and Clark, Willis W., Los Angeles City Schools.

**A Study of Ten Primary and Ten Elementary Reading Tests.**

1, March, 1931; 2, published; 3, L. A. Educ. Research Bulletin; 4, none; 5, limited.

Nettels, Charles H., Los Angeles City Schools.

**Pupils Reactions to Science Courses.**

1, January, 1931; 2, published, January, 1931; 3, L. A. Educ. Research Bulletin; 5, limited.

Nettels, Charles H., Los Angeles City Schools.

**Science Interests of Children.**

1, September, 1930; 2, published; 3, Science Education, May, 1931; 5, no.

Rutledge, R. E. Oakland City Schools.

**Elementary Term Progress Report for Term Ending June, 1930.**

1, July, 1930; 3, mimeo; 5, copies available.

Santa Monica Research Staff, Santa Monica City Schools.

**Promotions and Non-Promotions, January, 1931.**

1, March, 1931; 2, published; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica City Schools.

**Report of Pupil Failures.**

1, September, 1930; 2, published; 3, mimeo; 5, yes.

Stoker, Dora D., Long Beach City Schools.

**Administration of Health Knowledge Tests, Grades 5-6.**

1, March, 1931; 2, published; 3, mimeo; 5, yes.

*(In Progress)*

Gould, Arthur, and Nettels, Charles H., Los Angeles City Schools.

**An Experiment in Class Size.**

1, June, 1931; 5, will be—limited.

Hood, Helen VanderVeer, Alhambra High School.

**Evaluation of the Acceleration Room.**

1, June, 1931; 2, yes; 3, mimeo; 4, none; 5, will be.

Shipley, A. H., Fresno County.

**Vocational and Educational Guidance in Elementary and High School.**

3, monograph or series of articles; 5, will be.

Sloane, J. L., Fresno County.

**Studies in Visual Education.**

1, 1931; 5, if published.

Tuttle, D. F., Fresno County.

**Moving Picture Study of Rural Education.**

1, 1931; 5, if published.

## Curricular and Extra-Curricular

*(Completed)*

Horrall, A. H., and Committee, San Jose City Schools.

**English Course of Study for Elementary Schools.**

1, February, 1931; 2, September, 1931; 3, loose leaf sheets; 4, 75c; 5, limited number.

Horrall, A. H., and Committee, San Jose City Schools.

**Health Course of Study for Elementary Schools.**

1, September, 1930; 2, yes; 3, loose leaf sheets; 4, 75c; 5, limited number.

## Methods and Procedure

*(Completed)*

Clark, Willis W., Los Angeles City Schools.

**Counselor Activities in Elementary Schools.**

1, September, 1930; 2, yes; 3, L. A. Educ. Research Bulletin; 4, none; 5, limited.

Lewerenz, Alfred S., Los Angeles City Schools.

**Behavior of Pupils in Activity vs. Formal Program Rooms.**

1, May, 1931; 2, yes; 3, magazine or yearbook; 5, yes.

*(In Progress)*

Clark, Willis W., Los Angeles City Schools.

**Elementary School Counselor Procedures.**

1, June, 1931; 2, yes; 3, mimeo or print.

Eby, Anna, and Eby, Harvey L., University of California at Los Angeles.

**The Home Interests of Children as a Source for an Activity Program.**

3, to be used as a chapter in a book.

Eby, Anna, and Eby, Harvey L., University of California at Los Angeles.

**The School Interests of Children as a Source for an Activity Program.**

3, to be used as a chapter in a book.

Stoker, Dora D., Long Beach City Schools.

**Study to Determine the Relative Merits of Two Procedures in Teaching Fifth and Sixth Grade Reading.**

1, September, 1931; 2, yes; 3, mimeo; 5, will be.

## JUNIOR HIGH SCHOOL

### Tests, Measurements and Pupil Placement

*(Completed)*

Grover, C. C., and Committee, Oakland City Schools.

**Oakland Classification Test in French, Part I—Comprehension.**

1, spring, 1931; 3, mimeo; 5, copies available.

Grover, C. C., and Committee, Oakland City Schools.

**Oakland Classification Test in Spanish, Part I—Comprehension.**

1, spring, 1931; 3, mimeo; 5, copies available.

Grover, C. C., Oakland City Schools.

**Report on H-S Grade Mental Test, Fall Semester, 1930.**

1, December, 1930; 3, mimeo; 5, copies available.

Grover, C. C., Oakland City Schools.

**Report on H-8 Grade Mental Test, Spring Semester, 1931.**

1, April, 1931; 3, mimeo; 5, copies available.

Grover, C. C., Oakland City Schools.

**Results of Columbia Research Bureau Plane Geometry Test Given in the H-10 Grade, Oakland, California, December, 1930.**

1, February, 1931; 3, mimeo; 5, copies available.

Grover, C. C., Oakland City Schools.

**Results in Experiment in Predicting Success in First Year Algebra in San Leandro and Westlake Junior High Schools.**

1, September, 1930; 3, mimeo; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Junior High School Term Progress Report for Term Ending June, 1930.**

1, July, 1930; 3, mimeo; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**L-10 Grade Scholarship Report for Term Ending December, 1930.**

1, January, 1931; 3, mimeo; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**L-10 Scholarship Report for Term Ending June, 1930.**

1, August, 1930; 3, mimeo; 5, copies available.

Segel, David, Long Beach City Schools.

**Homogeneous Grouping and Prediction of Scholastic Success in Junior and Senior High.**

1, May, 1931; 2, yes; 3, mimeo; 5, yes.

*(In Progress)*

Shannon, Marguerite, San Jose City Schools.

**Reduction of Failures in Junior High Schools.**

1, 1931; 2, no; 3, mimeo table; 5, no.

**Curricular and Extra-Curricular**

*(Completed)*

Healy, Aileen M., San Jose City Schools.

**A Test of Achievement in Junior High School Mathematics.**

1, April, 1931; 3, as test; 5, no.

Nettels, Charles H., Los Angeles City Schools.

**Evaluation of General Science Textbooks.**

1, March, 1931.

Stormzand, M. J., and Committee of Teachers, Santa Monica.

**A Library Course for Junior High Schools.**

1, June, 1931; 3, workbook; 5, general sale (soon).

Stormzand, M. J., and Committee of Teachers, Santa Monica.

**A Course of Study in Home Economics for Junior High School**

1, June, 1931; 2, September, 1931; 3, mimeo; 5, yes.

*(In Progress)*

Cassin, Kathryn, San Jose City Schools.

**Junior High School Commercial Curriculum.**

2, no; 3, seminar study.

Greenley, Mary, San Jose City Schools.

**Courses of Study in Social Science for Junior High School.**

1, August, 1931; 2, yes.

Herriott, M. E., Fuller, Florence D., Hermans, Mabel C., Nettels, Charles H., and Olson, Vivian F., Los Angeles Schools.

**Adaptation of the Academic Subjects to Slow-Learning Pupils in Junior High School.**

1, June, 1932; 3, article or course of study; 5, will be—limited.

Herriott, M. E., and others, Los Angeles City Schools.

**Course of Study in Healthful Living and Hygiene for Junior and Senior High Schools.**

1, September, 1931; 2, yes; 3, course of study; 5, limited.

**Methods and Procedures**

*(Completed)*

Hermans, Mabel C., Los Angeles City Schools.

**Utilizing Adolescent Interests.**

1, May, 1931; 2, May, 1931; 3, L. A. Educ. Research Bulletin; 5, yes.

Joyal, Arnold, and Research Department, Oakland Public Schools.

**Equipment Standards for 7th and 8th Grade General Science.**

1, November, 1930; 3, typed; 5, two-week loan.

Joyal, Arnold, and Research Department, Oakland Public Schools.

**Equipment Standards for 9th Grade General Science.**

1, October, 1930; 3, typed; 5, two-week loan.

**HIGH SCHOOL**

**Tests, Measurements and Pupil Placement**

*(Completed)*

Bolenbaugh, Lawrence, Piedmont.

**Failures and College Recommendations As Affected by a Modified Ability Grouping.**

1, 1930; 2, published; 3, magazine; 4, 25c; 5, yes.

Cassin, Kathryn, San Jose City Schools.

**Percentage of Commercial Drop-outs Who Entered Senior High School From Woodrow Wilson Junior High.**

1, February, 1931; 2, no; 3, chart; 5, no.

Ching, Frederic, Oakland Public Schools.

**Evaluation of the Effectiveness of Certain English Courses Given in Oakland High Schools in Relation to Freshman Scholarship Achievement.**

1, May, 1931; 3, typed; 5, two-week loan.

Rutledge, R. E., Oakland Public Schools.

**Follow-up Report of High School Graduates, December, 1930.**

1, January, 1931; 3, mimeo; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Senior High School Term Progress Report for Term Ending June, 1930.**

1, July, 1930; 3, mimeo; 5, copies available.

Rutledge, R. E., Oakland Public Schools.

**Follow-up Report of High School Graduates, June, 1930.**

1, July, 1930; 3, mimeo; 5, copies available.

Santa Monica Research Staff, Santa Monica.

**High School Marks for Term Ending June, 1930.**

1, October, 1930; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**High School Marks, January, 1931.**

1, March, 1931; 3, mimeo; 5, yes.



Segel, David, Long Beach City Schools.

**Homogeneous Grouping and Prediction of Scholastic Success in Junior and Senior Highs.**

1, May, 1931; 2, yes; 3, mimeo; 5, yes.

*(In Progress)*

Hood, Helen VanderVeer, Alhambra High School.

**A Study of the Quality of Ability and the Grades Received by Alhambra High School Pupils According to the Various Districts From Which the High School Population Is Drawn.**

1, June, 1931; 2, yes; 3, mimeo; 4, none; 5, will be.

Lundy, Bessie, San Jose City Schools.

**A Comparison of the Commercial Graduate and Academic Graduate Who Does Not Go On to College.**

1, winter, 1932; 2, no.

McIntyre, Ray, San Jose City Schools.

**A Comparison of the Schorling, Ginford and Columbia Research Bureau Geometry Tests.**

1, June, 1931.

Shipley, A. H. Fresno County.

**Vocational and Educational Guidance in Elementary and High School.**

3, monograph or series of articles; 5, later.

**Curricular and Extra-Curricular**

*(Completed)*

Aten, Harold D., Oakland Public Schools.

**Lesson Assignments of Teachers in the Oakland Senior High Schools.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

Herriott, M. E., and others, Los Angeles City Schools.

**Secondary-School Curriculum Development.**

1, continuous study; 2, from time to time; 3, magazine articles; 5, no.

Hood, Helen V., Alhambra High School.

**Reading Interests of a Group of High School Pupils.**

1, November, 1930; 2, published; 3, mimeo; 4, none; 5, yes.

Smith, Edward H., Oakland Public Schools.

**Sheet Metal Work for Trade Extension Classes.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

Stoker, Dora D., and Segel, David, Long Beach City Schools.

**English Inventory Test.**

1, January, 1931; 2, yes; 3, mimeo; 5, yes.

*(In Progress)*

Herriott, M. E., and others, Los Angeles City Schools.

**Course of Study in Healthful Living and Hygiene for Junior and Senior High Schools.**

1, September, 1931; 2, yes; 3, course of study; 5, limited.

Stoker, Dora D., Long Beach City Schools.

**Tests for Junior Business Training.**

1, September, 1931; 2, yes; 3, mimeo; 5, will be.

**Methods and Procedure**

*(Completed)*

Lavrischeff, T. I., Oakland Public Schools.

**Study in Some Phases of Teaching Foreign Languages in the Oakland Public Schools.**

1, October, 1930; 3, typed; 5, two-week loan.

Sisson, Ralph C., Oakland Public Schools.

**Work Sheets and Textual Helps in Paralleling Course in Architectural Drawing I.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

Spencer, Blake W., Oakland Public Schools.

**Texts in Elementary Shorthand for the Oakland Public Schools.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

**GENERAL SURVEY**

*(Completed)*

Almack, J. C., and Benjamin, E. H., Stanford University.

**Survey of Monterey Union High School District.**

1, completed.

Ching, Frederic, Oakland Public Schools.

**Report on a Survey of the Work of Textbook Clerks.**

1, August, 1930; 3, dittoed; 5, copies available.

Fleming, Paul, Oakland Public Schools.

**A Survey of Truancy in Oakland.**

1, September, 1930; 3, typed and bound; 5, two-week loan.

Grover, C. C., Oakland Public Schools.

**Report of Cafeteria Survey Committee.**

1, May, 1931; 3, mimeo; 5, copies available.

Hood, Helen V., Alhambra High School.

**Report on Detroit Word-Recognition Test.**

1, April, 1931; 2, published; 3, mimeo; 4, none; 5, yes.

Hood, Helen V., Alhambra High School.

**Report on Stanford Achievement Test 2A to 8A Grades, Inclusive, 1930.**

1, February, 1931; 2, published; 3, mimeo; 4, none; 5, yes.

Hood, Helen V., Alhambra High School.

**Report on Treasurer Minimum Essentials Test in English.**

1, April, 1931; 2, published; 3, mimeo; 4, none; 5, yes.

Hood, Helen V., Alhambra High School.

**Results of the Pintner-Cunningham Primary Mental Test.**

1, April, 1931; 2, published; 3, mimeo; 4, none; 5, yes.

Hughes, W. Hardin, Pasadena City Schools.

**Making the Salary Survey Continuous.**

1, April, 1931; 2, published; 3, the Nation's Schools, May, 1931; 5, probably.

McClintic, Ray H., San Jose City Schools.

**A Survey of the Extra-Curricular Activities in San Jose Schools.**

1, 1930; 3, chapter in complete survey; 5, no.

Rutledge, R. E., Oakland Public Schools.

**Survey of Sixth Grade Library Use.**

1, October, 1930; 3, mimeo; 5, copies available.

Santa Monica Research Staff, Santa Monica.

**General Achievement Survey Grades 3, 4, 5, 6.**

1, June, 1931; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Intelligence Survey of Grades 1-B and 4-B.**

1, September, 1930; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Intelligence Survey of Grades 1-B and 4-B.**

1, January, 1931; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Intelligence Survey of Grade 3-B.**

1, April, 1931; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**New Stanford Achievement Survey.**

1, December, 1930; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Preliminary Classification Survey.**

1, October, 1930; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Reading Survey of Grades 1-A and 2-A.**

1, January, 1931; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Reading Survey of Grades 1-A and 2-A.**

1, June, 1931; 3, mimeo; 5, yes.

Santa Monica Research Staff, Santa Monica.

**Terman Group Tests.**

1, December, 1930; 3, typed; 5, no.

Santa Monica Research Staff, Santa Monica.

**Terman Group Test Survey, Grade 6-A.**

1, April, 1931; 3, typed; 5, no.

Stoker, Dora D., Long Beach City Schools.

**Spelling Survey, Grades 2A-6A.**

1, May, 1931; 2, yes; 3, mimeo; 5, yes.

Weersing, Frederick J., Bullock, A. E., Herriott,

M. E., Los Angeles City Schools.

**A Partial Survey of Handwriting in the High Schools of Los Angeles.**

1, October, 1930; 2, to be published; 3, L. A. Educ. Research Bulletin; 5, limited.

*(In Progress)*

Hill, Andrew P.

**Survey of Del Monte School District.**

Root, Raymond R., Burbank City Schools.

**State-Wide Reading Survey.**

1, August, 1931; 2, yes; 3, pamphlet; 4, free; 5, will be, from Southern California School Book Depository.

Sears, Dr. J. B., Stanford University.

**Educational Survey Marysville Elementary Schools.**

1, June, 1931

Tibbetts, F. L., Marysville Union High School.

**Marysville Union High and Yuba County Junior College Vocational Survey.**

1, June, 1931.

\* \* \*

Japan is sending to 15 nations in Europe and America an ambassador who will represent the children of that nation in their international friendship toward the children of the world. Denichi Ushii, founder of the Imperial Child-Education Association, is spending a year and a half in this mission.

\* \* \*

At the recent annual convention of the **Pacific Arts Association**, held in Fresno, **May Gearhart**, supervisor of art in the Los Angeles schools, was elected president.

## Needless Notices

MABEL E. CURRYER, *Piedmont*

THE teacher stood before her class that day,

A thrilling story had she to impart  
About a boy who went his wayward way  
Until he almost broke his mother's heart.

Just as she reached the climax of the tale  
And eager children listened for the rest,  
The courier from the office brought the mail  
And laid the package down—a daily guest!

"Please check within the classes you now have  
The number of the hungry girls and boys  
Who eat within the precincts of the school  
Instead of home their lunches to enjoy!"

The teacher bit her lip, but did the task,  
Although she left the climax unenjoyed  
Again she turned with pleasure to the class,  
Until some other notice should annoy.

"Behind the trees the Indians did lurk,  
Their arrows tightened taut within their  
hands . . .

Will all those who work last night did shirk  
Now get their strength with orange juice?"  
she began.

"Now children, can you see this warrior bright  
Riding to greet the members of his clan? . . .  
Will all those whose eyes are not quite right  
Please go at once and have an eye exam?"

All through the day was learning mixed with  
rules

Applying in a group to but a few  
Some needful; others merely fads by fools  
Which effort and true learning did confuse.

The curfew tolled the knell of parting day,  
The teacher thought of all the work she  
planned,

A hopeless task—whene'er before her lay  
The needless notice. May it be forever banned!

\* \* \*

In the Century Education Series a recent volume is "**Education as a Life Work**" by R. H. Jordan, professor of education and director of the summer session at Cornell University.

"Education as a Life Work" pays particular attention to the opportunities presented by the educational field, offers a fresh approach to the profession, and combines in one volume information regarding public school practice and the corresponding college and normal school organization. It is a great and remarkable volume.

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## Long Arm of the Law

A. E. LENTZ, C. T. A. Legal Advisor

**A** GAIN the tenure law is the headliner in this review of interpretations of school law which have been rendered during the past month.

### 1. Form of Notice of Dismissal

That the notice of dismissal given probationary employees under School Code section 5.681 must be in writing, was affirmed by the Attorney General in his opinion No. 7663, wherein he held that an oral notice of dismissal was ineffective and did not bring about a dismissal.

In this connection it should be remembered that while the notice must be in writing it need not be sent by registered mail in order to be effective, it being sufficient if the employee receives the notice on or before the day fixed by law for the dismissal of probationary employees.

*See note on page 44, September, 1931, issue of the "Sierra Educational News," covering this point.*

### 2. Dismissal of a Probationary Employee

The governing board of a school district, prior to June 10, 1931, notified, in writing, a probationary teacher who was completing his third year of service in the district, that in view of the fact that if he were re-employed for the current school year he would become permanent, the board found it necessary to dismiss him, although the board admitted he had been and was a very satisfactory teacher.

There was thus presented the question whether or not a school board, in dismissing a probationary teacher for no reason other than that if he were not dismissed he would become permanent, was evading the tenure law and so making such a dismissal void.

The Attorney General ruled, however, that the act of the governing board did not constitute an evasion of the tenure law and that the notice of dismissal having been given in due form was valid and effective.

### 3. The New Tenure Law

As was to be expected, the amendments to the tenure law have been the subject of several opinions of the Attorney General.

The Attorney General in his opinion No. 7617 discussed rather thoroughly the effect and operation of the new amendments to the Tenure Law:

a. Those employees of any school district who now have tenure will not be affected in any way by the new amendments. They will retain their tenure together with all its privileges regardless of whether or not the district in which they have their tenure has an average daily attendance of 850. School Code section 5.504 specifically so provides.

b. Assuming that under the new amendments a teacher serves for three complete school years in a district having an average daily attendance of 850 or more, if the teacher is dismissed at the end of the third year, he may be re-employed for the following year by the same district **without** acquiring tenure, if the average daily attendance for the fourth year is less than 850.

(It should be pointed out here that the teacher under such conditions could not have acquired tenure in the district by reason of his employment even if he had not been dismissed at the end of the third year for the reason that under the new tenure law in order to acquire tenure automatically the average daily attendance of the district for the fourth year, as well as for the preceding three years, must be 850 or more.)

c. Where a teacher serves in a district having an average daily attendance of less than 850 and the average daily attendance subsequently increases to 850 or more, he **cannot** count his previous service in the district in determining his status as a permanent teacher. In other words, in order to acquire tenure automatically and without any affirmative action of the governing board, **all** the required service must be given in the district during the time it has an average daily attendance of 850 or more.

\* \* \*

### Commercial Education Conference

**T**HIRD semi-annual conference of the Commercial Education Association, Bay Section, was held in the Technical High School, Oakland, on Saturday, October 3. The meeting was divided into two parts. One section meeting, from 10 to 12 a. m., was devoted to round-table discussions.

The second division was a luncheon meeting. The conference was called by the President, Henry I. Chalm.

\* \* \*

**Genevieve Carroll**, principal of the Yerba Buena School, San Francisco, spent five weeks in Mexico during the past summer with the Inter-America Foundation for friendly relations with Mexico.

She, with other visiting school people from the United States, attended sessions at the University of Mexico and took numerous excursions to points of historical and cultural interest.

## Teaching English in the Junior High School

A. W. RAY, *District Superintendent of Schools, Mill Valley-Sausalito*

**A** FRENCH army was drawn up before the Egyptian Pyramids. Battle in a few minutes. Napoleon stood before his soldiers.

"Fifty centuries look down upon you!" said he.

The teacher of English in the junior high school, or in any other high school, or in any school whatsoever, needs to approach her leadership with that spirit of enthusiastic reverence for the centuries that have gone before,—that have passed down to her the treasured heritage of the spoken and written word.

Five hundred centuries look down upon you! Boys and girls, we have before us these books containing many selections of human thought recorded in these words, these sentences, these paragraphs, these chapters.

Let us read them, study them,—until we understand them. Let us imitate them by recording thoughts of our own. Let us think the thoughts that other men and women have thought. Let us feel the emotions that other men and women have felt.

We shall go into battle with the warriors of ancient kings. We shall stand with Cicero before the Roman Senate. We shall sit with the philosophers of ancient Greece, and hear them talk of gods and of men. We shall sit beside the poet looking at the golden sunset, and hear him paint that scene in golden words.

We shall go wherever men have gone, or hoped to go, and see through their eyes what they have seen, what they have thought, what they have done.

English? No! This is life! It breathes! It cries! It roars! It shouts! It dreams! It tears at the curtains of the hereafter! It reaches out to the North Star! It talks with God!

English cannot be taught by dull minds,—nor by cowardly minds,—nor by minds selfish and narrow. Such people had better be in the shops with hammers and saws, or in the kitchen with pans and rags. For in the classroom they would be able to see only the words and the punctuation marks,—never the soul of him who spoke those words, nor the tears that flowed during the silence indicated by the punctuation mark.

The teacher of English must have a soul that vibrates in tune with all that is seen and with

all that is unseen. She must know people,—fat and lean, tall and short, fast and slow, bright and stupid, intelligent and idiotic, powerful and weak, unselfish and selfish, social and anti-social, good and bad, saintly and sinful,—all of them.

Not that she must have lived with them. Not that she must have loved them. Not because she admires them. But she must have that kind of a soul that sees them,—as they are,—with pity for their shortcomings, and with admiration for their long-goings.

She must be able to stand before her class, book in hand, and read with such feeling that every child in the room will follow her voice as it leads through the printed words upon the page before him.

Her voice must express feelings, not mere words. Her whole nervous system must be played upon like a wind-harp,—a harp blown upon by the spirit of life.

And the class, listening, will sit in that silence which comes when we are in the presence of those who know, who feel, who understand that the stream of life flows on,—and on,—and on,—and that we are part of it.

To teach English is to teach life.

**B**UT before that teacher can teach life, she must live it. It is not sufficient to be lived by life. It must be an active, conscious, purposeful process. It must be along that road which leads through strife and struggle, out under the sun where the dust and sweat of burden and toil make each of us a "Thinker."

Such teachers hard to find?

Yes, that is why there is so little English taught. For only very seldom do we find those who combine experience in life with any knowledge of the recorded human story as told in our literary heritage.

But, you say, that English must be taught,—teachers or no teachers. Yes, it must be—but it won't be. Truly, punctuation will be taught, mechanically. And grammar will be taught, mechanically. And literary forms will be taught, mechanically.

But there cannot be any truly worthwhile expression of the self until that self be given a view of itself as an emotional being. Nor will



such a view come to the child until some teacher (oh, happy moment!)—stands before the class, book in hand, and reads as teacher never read before, with her very soul in her voice.

She reads "To a Waterfowl," and the wings of that bird fly on through the dusk forever. She reads the funeral address of Mark Anthony, and the blood of Caesar stains her very hands. She reads about those "murmuring pines and the hemlocks," and though her voice finally stops, not so the murmur of the forest.

The teaching of English depends upon an emotional appreciation for its success; and that emotional appreciation will depend entirely upon the teacher,—her life experiences, her depth of sympathy, her enthusiastic interpretation of all those hidden meanings,—the overtones of the human heart beat.

But you may insist that few teachers will be found with this equipment. You may demand that every teacher be told how to teach English.

It can't be done.

Every teacher can be shown how to teach spelling, punctuation, paragraphing, letter writing, narrative,—even rhyme and verse.

What? You say that is all you want? So the darn kids can go into the office, and behind the counter, and from door to door, to carry on the ordinary affairs of life?

**O**H, well! That is very simple:

Every business college does that kind of thing successfully. In six months they accomplish wonders. In a year they turn out pretty good machines. In two years they produce a mechanical efficiency comparable to the Buick standard. In three years, up to the Cadillac standard. In four years, even unto that degree of perfection shown by such automobiles as the Lincoln, the Dusenbergs, the Pierce-Arrow, the Rolls-Royce.

It's largely a matter of hammering, and beating, and twisting, and cutting, and turning on the lathe. It requires machinery for testing and measuring. It takes endless repetition, as with the riveting of bolts and the tightening of nuts. Heat! Friction! Force! Repetition!—Repetition! — Repetition! — Drill! — Drill! — Drill!

That's how it's done! Not easy. Not simple. But positive,—definite,—sure.

But the really successful teacher of English does more than to produce mechanical efficiency,—more than to train boys and girls to build wordmobiles. Her boys and girls get into their machines and drive them out across the Milky

Way,—or down among the marshes along the Dark River,—or up above the clouds to hear the gods laugh on Mount Olympus,—or across the Mysterious Continent,—or through Fairyland,—and some of them, maybe, to the very edge of the Unknown, where they may sit blinking at the light that mortal men are not supposed to look upon.

Even if they cannot build their own machines, perhaps they can be taught to drive machines that other men have built. For, after all, the important thing in life is to be able to go farther,—and further,—than we can travel upon these puny legs of our own. We must go places, and see things, and think thoughts that will put us "in tune with the Infinite."

### Why English Is Taught

Such is the purpose of teaching English,—in the junior high school,—or in the senior high school, or in college. Perhaps this should be the purpose even in the elementary school. With such a purpose,—with such a philosophy,—then we may proceed to a discussion of the ways and means.

But who wants to discuss ways and means? Who needs to discuss ways and means? However, as we must have a wordmobile in which to travel,—here's how it is built:

Imitation. Repetition. Drill.

Preferably, for a text, get a business college text. Better have one that is thin, short, and narrow. Use only the kind that has many examples and samples of how the thing is done. Make the assignments brief, definite, and positive. Demand perfection. Do the thing mechanically. Those who can't build their own wordmobiles can perhaps help others as "assistants."

The pupils may work as individuals or as groups. They may be told they are building "soul-carriages" or merely trucks. They may be told to "express themselves," or to "get busy and finish that work." The work may be referred to as an "assignment," or as a "project," or as a "unit." It certainly must be "tested," being mechanical.

**I**F the teacher is a good taskmaster, the mechanical work will not be disliked by the class,—provided that not more than half of the time is spent in that kind of effort.

The other half of the time is for wordmobile riding. Use a car that is already completed. Get the best one available. They don't cost anything. Free for the asking,—if you know how

to drive. (Very few do. Just run about in circles!)

The age of the wordmobile doesn't matter. They have been perfected for years, and years, and years. For centuries,—for ages,—and they never wear out.

But some are better than others. This being the case, take care that only the best be used.

Such is the one that takes us back to view the creation of the world. It is called "The First Chapter of Genesis":

*In the beginning God created the heavens and the earth. And the earth was without form, and void; and darkness was upon the face of the deep; and the Spirit of God moved upon the face of the waters. And God said, "Let there be light." And there was light. And God saw the light that it was good; and God divided the light from the darkness. And God called the light day, and the darkness He called night. And there was evening, and there was morning: one day.*

To be tested? No.

To be graded? No.

To be recited upon? No.

To be memorized? No.

Just a wordmobile in which to drive out to the edge of this mortal world, to sit for a few awful moments blinking in the blinding light of the Infinite,—then to ride back speechless.

\* \* \*

## Highway to Success

A review by Charles L. Johns, Huntington Park City School District Superintendent

**M**EDITATING for a moment on the value of reading, it is fair to ask ourselves which book we have discovered during recent months that has made us better teachers, or suggested helpful material. Possibly it has not been a book distinctly educational, but an inspirational book that is simple enough, yet different, such as "Highway to Success" written by C. Harold Smith and published by D. Appleton & Company.

Because it is addressed to youth and contains much that will be stimulating to boys and girls, I shall try briefly to recommend "The Highway to Success." It was written by a successful business man who remembers he was once a boy, and is able still to appreciate the young man's point of view.

The author discusses chiefly, material success, the making of money. He clearly states that

this is the measuring-stick of success used by most men. And yet, before the first chapter closes, he declares there are a few great souls who strive for greater joys than those which money brings. Among the striking statements one finds, "There is one thing we all have: time. Success depends on how we use it." Another, "The greatest prizes of life go to those who have originality combined with initiative."

In chapter two, the start in life is discussed in such a way as to interest youth. You feel ambitious as you read: "The joy of life is in the steep ascent." You know that this is sound advice: "Strive to secure a position where you will be judged on your merits."

Chapter three lists the attributes of success as follows: Concentration, tact, resourcefulness, courage and nerve, ability to read character, accurate judgment, and quick decision.

Advice to young men is given in chapter five. Such statements as these are found:

*Have a central purpose.*

*Cultivate your greatest ability.*

*Go where money is.*

*Choose a business which promises promotion.*

*Moral courage is more essential in business than physical.*

*To succeed you must sacrifice self.*

*We exist by faith in others.*

*Ingenuily and steadfastness frequently turn failure into success.*

The foreword declares the book "is written to help youth make its way in the world, to guide those who are on the way and to amuse those who have won their way." It would therefore seem to be written for all.

\* \* \*

## Continuation Education Association

**A**NNUAL meeting of the Continuation Education Association of California was held at U. C. L. A. in June. At the morning session, Irvin S. Noall, supervisor of industrial education for the state of Utah, was the principal speaker, his subject being, "Measures of achievement in the continuation school." At the luncheon session, Dr. Willard S. Ford of the University of Southern California acted as toastmaster. Dr. Charles H. Weidman of the University of Nebraska spoke on "Child accounting in relation to continuation schools." State Superintendent Vierling Kersey spoke on "Our job."

Officers elected for the year 1931-32 are: **President**, J. E. Carpenter, Sacramento; **Vice-President**, F. C. Weber, Los Angeles; **Secretary**, Miss Virginia R. Hubener, San Francisco; **Assistant Secretary**, Mrs. A. H. Davies, Glendale; **Representatives** on administrative council of California Vocational Federation: J. E. Carpenter, F. C. Weber, Arthur E. Paine.

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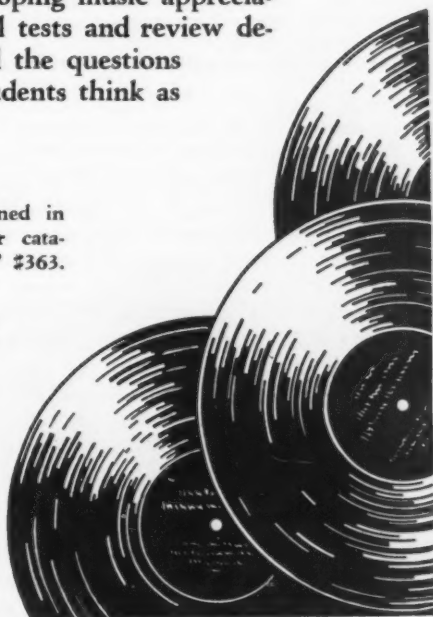
is a valuable medium for developing music appreciation, not only in junior high schools but also with more mature students in senior high schools and teacher-training schools. It contains seventeen records with forty-four selections, all electrically recorded. These recordings are as nearly perfect in every detail as musical artistry and modern invention can make them. The performers are outstanding members of the New York Philharmonic Orchestra, always under the leadership of a brilliant and experienced conductor who is a master of interpretation.

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For a list of the selections contained in the new Case IV-V, send for our catalogue "Music Appreciation Records" #363.

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## School Books and Others

*Teachers are invited to contribute brief notes concerning literature that has been especially helpful to them in the course of their work or their leisure.*

### Radio Goes to School

*A Review by* LOUISE HALLORAN YOUNG  
*Chairman, Radio, Visual and Motion Picture  
Committee, C. T. A. Southern Section*

"Education on the Air," the first year-book of the Institute for Education by Radio. Edited by Josephine H. MacLatchey, published, in co-operation, by: Payne Fund, Ohio State University, Ohio Department of Education.

FOR the first time in the history of American education, the leaders in educational broadcasting assembled (during June, 1930, at Ohio State University) to discuss the problems of education by radio.

Men and women attended not only from the United States but also from England, Canada, Mexico, and Ireland. Such a wealth of information formulated in papers and such a variety of experiences was disclosed in the discussions that the sponsors of the institute decided to issue the proceedings in printed form, "Education on the Air."

The book is divided into seven chapters or general topics as follows:

1. Administration of education by radio
2. Activity at home and abroad
3. Radio in educational institutions
4. School of the air
5. College stations
6. Investigations of education by radio
7. Education techniques in broadcasting.

Under the topic, "Administration of education by radio," there was much discussion. Many different opinions were stated. John W. Elwood, vice-president of the National Broadcasting company, believes that radio is a show business; if the educator is going to "educate" by radio, he must grasp this fact and must use **showmanship** to do the job.

Ira E. Robinson, member of the Federal Radio commission, on the other hand, refutes the statement made by a prominent broadcaster that "our pills of education have to be covered with chocolate, or licorice, or peppermint, if we are going to reach the people to whom the information is going to be most welcome." Mr. Robinson has not lost faith in the good taste of the people and states that at least 90% of them do not need any showmanship or sugar-coating

to induce them to appreciate that which is educational.

William S. Hedges, president of national association of broadcasters, states that the cost of broadcasting has mounted each year until now it is estimated that \$50,000,000 a year is required to maintain the broadcasting structure of the United States.

If the federal or state governments took charge of the broadcasting of educational programs a great expense would be involved and expense means taxation. Therefore, the commercial sponsorship of educational programs takes on the character of "philanthropy," since it assists in "relieving" the tax burden of the people. This statement was in answer to the question by Mr. Robinson, "Shall education by radio be left to the direction of commercial interests?"

The book is very interesting and a mine of information about the activities and problems of education on the air. It is hoped that this may be the first volume of a series.

\* \* \*

"Forest Facts for Schools" is a notable new textbook that will be of particular interest and value in California schools. The authors are Charles Lathrop Pack and Tom Gill. The volume of 350 pages is published by the Macmillan Company; has many illustrations and diagrams; and is listed at \$1.00.

Inasmuch as California is one of the last areas on the North American Continent still possessing large stands of uncut forests and inasmuch as the recreational and scenic values of these forests are of increasing importance,—**every California school child should know forest facts.**

\* \* \*

D. Appleton & Company publish a very fine series of books for children and young people. Among recent titles that merit particular mention and commendation are: **Boy Scouts Year Book**, edited by Franklin K. Mathews, \$2.50; **Outdoorland**, by Robert W. Chambers, \$2.50; **Boy Who Loved the Sea** (Story of Captain James Cook), by Mary Hazelton Wade, \$1.75; **Joan Jordan's Job**, by Margaret Wade, \$2.00; **Renfrew Rides North**, by Laurie York Erskine, \$2.00; **Johnny Bree**, by William Heyliger, \$2.00; and, **The Fumbled Pass**, by Ralph Henry Barbour, \$2.00.

These volumes are uniformly well-printed and bound, with good illustrations, and story-content of genuine interest and merit for the age-groups for which they are designed.



## Handbook on Tenure

**S**AN MATEO union high school and junior college districts have published a 22-page official bulletin, dealing with the dismissal of certificated employees under the tenure act. This will be of general interest to California school people. Homer Martin is district superintendent and Thomas H. Breeze is president of the board of school trustees.

In his foreword, Mr. Martin states: "The intent of the California Tenure Law is to protect the efficient teachers from prejudiced boards of trustees, and at the same time to protect communities from the necessity of retaining inefficient teachers.

"In practice, the law is rapidly becoming ineffective. Feeling secure under tenure, some teachers display a lack of interest in their work, refuse to co-operate with fellow teachers, or fail to maintain a high standard of efficiency in education or of citizenship in the community.

"On the other hand, school boards have failed to appreciate their powers and duties under the law. Because of the action of these teachers, there is an increasing number of boards of both large and small districts who refuse to retain even good teachers long enough to attain tenure."

\* \* \*

**Professor Fletcher Harper Swift** of the School of Education of the University of California at Berkeley has completed a biographical study entitled "Emma Marwedel, 1818-1893, Pioneer of the Kindergarten in California," which is now in press.

Heretofore only meager and inaccurate information regarding Miss Marwedel has been available. The importance of her work may be inferred from the fact that she trained Kate Douglas Wiggin and other early leaders in the kindergarten movement in the West.

Miss Marwedel's kindergarten in Hamburg inspired Elizabeth Palmer Peabody to devote the remainder of her life to an effort to extend the kindergarten throughout the United States.

Professor Swift's study will be published this fall as Vol. VI, No. 3, University of California Publications in Education. Arrangements have also been made for publishing a translation of this monograph in Germany.

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"Books for Junior Colleges" is a valuable work-list, prepared by Edna A. Hester of Claremont and published by the American Library Association, Chicago. It comprises 200 pages, substantially bound, and is made up of classified lists of the best books for junior college libraries. The price is \$3.25. This book will also be useful in many of the larger high schools.

\* \* \*

A valuable manual for home economics classes entitled "Girls and Their Problems" has recently been published by Ginn & Company; \$1.52. The author is Millicent M. Coss of the State Normal School at Farmington, Massachusetts. The book is illustrated and is full of practical material for teachers, for other leaders of girls and for girls themselves.



National Book Week, November 15-21, is given wide publicity by the above display streamer in colors, by Maud and Miska Petersham. California teachers may obtain copies by addressing the National Association of Book Publishers, 347 Fifth Avenue, New York City.

## Western Music Conference

GERTRUDE B. PARSONS, *President*

MARY E. IRELAND, *Second Vice-President*

*A message to superintendents, principals and grade teachers.*

CALIFORNIA Western School Music Conference sounds "high and mighty," but we are really a group of nearly 600 school teachers very much like the rest of you, deeply interested in the boys and girls of California, and deeply interested in all that touches them in their educational program.

In January, 1920, the State Board of Education called the first state meeting of music teachers, supervisors, and superintendents. We met, 46 of us, in Sacramento for the purpose of "improving the music program in the California schools." The state board has continued to call us together annually from 1920-1929.

California has occupied a unique position in regard to the relation between state department and school music.

The state board was not only willing to listen but, taking the initiative, was asking that we state our problems and let them help. There had been a national music supervisors conference for many years, but California had a relation with the State Department too vital to sacrifice in any way.

In 1929, with the approval of the State Department, we voted to ask admission as a branch of the music supervisors national conference. California was the only state not represented in the conference. Those of us who attended the biennial meetings were like lost sheep. With the usual desire to help, the national extended its friendly hand of welcome.

The Music Supervisors Journal then became our official magazine. We have our regular space along with the other six branches of the national. All of our 600 members receive this journal five times a year. It brings us the latest word from the entire field and keeps us on our toes to keep pace with the best in the country.

The national book of proceedings became ours. The California meetings are reported there and the best addresses given here are shared with all.

The national officers became our officers, deeply interested in our progress and concerned in solving our problems.

The research council of the national is available to us. The national bulletins are ours.

*In short, we now have the interest and co-operation of the best music educators of the whole United States ready to join California in all things musical.*

AT the Los Angeles meeting last April we became the **California Western School Music Conference** so that Arizona, Nevada, and the whole Pacific Ocean may come into our

branch if they like. As there was already a northwest, a southern and a southwest conference, we still keep the name California.

We meet biennially, and on alternate years meet with the national. The 1931 California conference also developed a new constitution\* to conform more particularly with that of the national.

The spring of 1932 will find many Californians journeying to Cleveland, the city selected for the silver anniversary of the national conference. This will be a gala occasion.

Just now in California we are trying to get better acquainted with all the other educators in our home state.

\* \* \*

## Industrial Education

ELMER H. STAFFELBACH

THIS book (by F. Theodore Struck, Ph. D., published by John Wiley & Sons, 1930; 480 pages) begins with a brief survey of the history of industrial education—the apprenticeship system of the Middle Ages carried over into modern times. The influences of the industrial revolution upon the problems of industrial education are set forth and explained.

The story of the rise and development of industrial education in the various types of schools is clearly told, and the contributing influences evaluated. Modern practices in industrial education are also described and evaluated. The curricular content of the different types of industrial schools, their procedures, their equipment, and their relationships to the economic-vocational phases of society are explained in detail.

The writer has not only a broad knowledge of the field of industrial education but also a profound insight into the philosophy of his subject. It is impossible to do full justice to this book in a short review.

It is not too much to say that every administrator and teacher who is interested in this field should read "Foundations of Industrial Education." The book will also be valuable for use in college and university classes. For this latter purpose exercises and selected references are appended to each chapter.

\*Copies of the constitution may be obtained from the secretary-treasurer, Edna O. Douthitt, 344 North Avenue 54, Los Angeles.

## Are Public School Teachers Free?

BURTON E. DAVIS, *Los Angeles*

**P**ROGRESS for society has not been made by sitting supinely and with folded hands, accepting things as they are. A mind which sees things only as they are and is satisfied with them, is incapable of progress.

That is precisely the kind of mind, however, that certain powerful forces would like to develop in the pupils attending the public schools.

*These "powerful" groups are dominated by the fear that our institutions, politics and economics will be found antiquated and unsuited for present needs.*

We scrap with impunity antique models of clothes and cars, even before all the value is obtained from them!

But somehow a political-social order and trappings, nicely adjusted to the needs of the time of its incipency, must needs be held forever by the people whose values it preserves! And woe be to the upstart who dares to challenge it!

We teachers are trying to encourage the **questioning mind** in the field of scientific matters. But we must admire and almost revere the **closed mind** in matters of government and economics.

New and liberating values in these fields may come to the human race if young minds are permitted to get at all sides of these questions and apply their inventiveness and fresh ardor to their solution, even as humanity is now progressing into constantly new realms, through scientific discoveries and inventions.

Is it conceivable that while man has just entered on his conquest of the natural forces of the earth, he has already exhausted the possibilities of human organization and economic adjustment?

*Is it likely that perfection has been attained in these highly-complicated human relations, whereas we are only at the dawn of industrial and mechanical discovery?*

A new political-economic order may have the excuse that the scheme may never get a fair chance to demonstrate its perfection unless the children under its authority are indoctrinated in it alone and taught to hate all other systems, including our capitalistic-individualistic plan.

Our type of government and economic order has been in existence so long that no such argument can be made for its protection. Indeed,

under the present politico-economic order, we have already reached the era wherein we can justly assert that we have more nearly approached the banishment of poverty and suffering, than has any other people which ever existed.

Under our present organization, we have become the richest nation on the planet. These achievements are sound guarantee that no group of thinking people will want to scrap our system in preference to any other system, as yet unproven to be better than our own. Perfection will be sought through gradual change, betterment, evolution.

Our system can stand comparison, if it is the best system for us, and leave those who make the comparisons stauncher supporters of "the good old U. S. A." If our present order is not the best for all of us, then constructive investigation and re-direction is imperative.

Therefore, there can be no danger in the fullest and frankest discussion and study in the public schools, of every phase of our politico-economic system. Such objective and dispassionate comparisons of our institutions with those of other nations should be our greatest guarantee of security. Certainly there can be no safety in ignorance!

**Powerful organizations in these United States are doing many things to prevent the development of this open mind in the youth of our public schools as touching political and economic matters.**

*Teachers of social science who use modern scientific methods and who are not willing to become educational puppets are being "put on the skids," "bottled," and "chloroformed."*

**S**UCH suppression presages dire results for democracy. If the schools are to be liberalizing, liberating institutions, stimulating children to think on all sides of all questions, such sabotage must be stopped!

The shackles of special interests are fastened about school-boards, and bind the hands of administrators. These invisible fetters must be stricken, to the end that no reasonable evidence shall be withheld from any pupil, which may convince him of his duty to the interests of all

mankind, and inform him that he owes fealty to no special interest!

Shall we dare hope for freedom, equality and union, and then fail to provide for freedom of speech and thought in public school, this great American shrine of democracy, where children come to learn the truth, so that the truth may make them free?

Dr. Edward Alsworth Ross, of the University of Wisconsin, believes that teachers everywhere must organize to keep the public secondary schools free from domination, in matters of social science teaching in particular. Publicity has been given this year to his thought in "School and Society," "The High School Teacher," and other journals.

Do the readers of Sierra Educational News think there is anything to this alarm?

...

## Charles L. Edgerton

**C**HARLES L. EDGERTON was graduated from an Illinois high school near Chicago, and taught in northern Illinois when he was but 17 years of age.

After teaching for some years in southern Oregon and northern California he entered the San Jose state normal school and was graduated in 1888.



Charles L. Edgerton

He has taught in Del Norte, Humboldt, Ventura, Los Angeles, San Bernardino and Riverside counties for over 45 years, serving as principal and district superintendent for over 35 years.

In 1891, Mr. Edgerton helped to organize the Del Norte county high school. This was before there were any union high schools in the state.

Mr. Edgerton has served as president of the Los Angeles County school supervisory association, and also as president of the Los Angeles elementary principals association; also, has served as member and president of the county boards of Del Norte, Humboldt and Ventura counties—10 years in all.

The good wishes of many friends and teachers throughout the state are extended to Mr. Edgerton for a well-earned vacation, having contributed valuable service to the educational life of California.—A Friend, Inglewood.

## Character Building

### A Successful Project

GORDON K. STEVENSON, *Teacher*  
Sixth Grade, Ocean Beach

**W**E decided to improve the behavior of the room. Each student picked one particular objective for a week. At the end of that time they wrote letters to the teacher, telling what their aims had been and whether they had achieved it.

Results came after the first week. At first, one or two, and gradually others became quieter and worked harder. They had an objective to achieve! The English period on Thursday was given to writing letters to the teacher about their progress. That evening an answer to each was prepared by the teacher. During Civic League, on Friday, these answers were read so that each pupil knew, and so did everyone else, whether he had succeeded.

The quality of the letters showed that the objectives were really functioning. This is a sample of the letters written:

*My objective for last week (to cease interrupting others by talking) was hard work! I am sorry that I don't think I have achieved it.*

The reply he received was:

*You're absolutely right. The objective you picked for yourself is the hardest any boy could pick for himself. However, by trying to follow this difficult path you are heading straight for success.*

In a few weeks the discipline problem had been changed. Each was working hard on his objective. He had to work hard to achieve it, for it was his and the teacher's secret.

This setting of an ideal for a week gave opportunity for the child's development because he wanted to succeed, he was living with a purpose. Very often he was striving for self-control, to develop sportsmanship, or to improve his weak subject.

The best feature of the plan is the success it has in appealing to the highest and best in the child's nature, thus assisting the teacher in building the child's character.

...

**F**RED A. KELLY, principal of Gonzales Union High School, reports that his faculty is 100% enrolled in the California Teachers Association for 1932. Also, that the enrollment in the high school is already one-third greater than the total enrollment was for last year.



## Columbus and Citizenship

BELLE L. DICKSON, *State College, Arcata*

A GOOD citizen has been defined as one "whose acts, according to his years, properly promote the well being of himself, his family group and of the larger society of which he is a part." Thus we see that conduct, or citizenship, is something to be practiced throughout life, and realize alike, the need for establishing high ideals and right habits and the futility of devoting a short period of time each day to a formal lesson in behavior.

Citizenship is so much a part of the many home, school and playground activities that make up a child's life that probably the most effective training may be accomplished indirectly.

An excellent method of setting up desirable standards of citizenship is through a study of the lives of great men of this and other lands. Joaquin Miller in his well-known poem, "Columbus," states in the last lines the lesson to be gained from a study of this hero.

*He gained a world; he gave that world  
Its grandest lesson: On! sail on!*

Whether or not there is to be a Columbus Day program, all lesson assignments for October 12 should center around the life and work of Columbus. The following material will give an idea of what may be obtained from your county library.

### Reading for Upper Grades

(Motivation.) One night at the picture show the Pathe News named 10 or 12 persons who might be considered world citizens from the standpoint of news interest. Among those mentioned were King George and the Prince of Wales in England, Mussolini in Italy, and President Hoover and Thomas Edison in the United States. If Columbus were living today, do you think he would be considered a world citizen? After reading several of these references, set down your reasons why his name should, or should not be included.

### References

- Following Columbus, Nida—pp. 29-43.  
American History Bk. 1, Perry and Price, pp. 1-6.  
The Men Who Found America, Hutchinson, pp. 21-37.  
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Story of Columbus and Magellan, Lawler.  
The World, Fairgrieve and Young, Ch. 9.  
Compton's Pictured Encyclopedia II, pp. 846-847.  
My Book-House II, pp. 204-207.  
History of the United States, Elson, pp. 7-23.  
The Classroom Teacher 8, pp. 435-439.

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**Reading—Grades 4-5**

1. Columbus and the Egg, Lincoln Third Reader, p. 31. Read this story to see whether it is a good one to act. Read it again to see
  - a. how many characters you will need;
  - b. what the characters do and say;
  - c. make up the conversation.

2. Read "Columbus," Children's Classics in Dramatic Form. Bk. III, p. 163.

Choose the scene you think most interesting and plan how you would act it. Can you make up your own conversation so your play will be different but as interesting as the one in the book?

**Reading in Primary Grades**

After the story of Columbus has been told by the teacher in simple language, pupils may reproduce what they remember. The children may give several of the main facts, as:

Columbus lived long ago.

His home was by the sea.

He loved the sea.

When Columbus grew up he became a sailor.

Columbus was a brave sailor. He sailed across the sea and found America.

This may be printed on a chart or written on the board to be read during the reading period.

**Oral and Written English for Upper Grades**

Reporting on books read.

After reading and discussing references, prepare an outline for a debate on the question, "Resolved: that our country should be called Columbia in honor of Christopher Columbus."

**English for Lower Grades**

The younger pupils will enjoy preparing and giving The Story of Columbus as a "talkie." One group of third-graders worked out 10 talks and pasted appropriate illustrations on wrapping paper, thus making a movie:

1. When Columbus was a little boy he lived in Genoa by the sea. He loved the water. (picture of house by the sea.)
2. He listened to the wonderful stories of the sailors. (picture of sailor and boy.)
3. Etc.

**Literature for Upper Grades**

Enjoy the poem "Columbus" by Joaquin Miller, read by the teacher.

**Literature for Lower Grades**

Enjoy the poem "In Columbus Time," as the teacher reads it. Pupils may wish to memorize it. (In Columbus Time, For Days and Days by Annette Wynne.)

**Music for Upper Grades**

Columbia, the Gem of the Ocean (Twice 55 Community Song Book).

**Music for Lower Grades**

Columbia, The Music Hour, Bk. II.

Song of Columbus, The Music Hour, Bk. III.

**Arithmetic—Upper Grades**

Measuring distances on globe and maps.

**Social Studies**

Need for new route to Indies.

Work of Columbus:

What his discovery meant to Spain.

What it meant to all the world.

Directions on globe and map.

Tracing of the four voyages.

Development of transportation since the 15th century.

Comparison of ships used then and now.

What we owe to Columbus.

**Art for Upper Grades**

Illustrating some incident in life of Columbus.

Constructing model of a 15th century sailing vessel.

Constructing a movie from fruit box, broom handles and wrapping paper.

**Art for Lower Grades**

Modeling the three ships.

Arranging sand table to show Columbus voyages.

...

## A Thanksgiving Activity Program

MRS. CLARA LANGFORD, *Teacher,*  
*Vineyard School, San Benito County*

OUR school is one of the old-style, one-room, rural schools, in the hills, ten miles from Hollister, with none of the conveniences or equipment of the modern school. Our supplies are just the usual, necessary supplies. There are 23 children in all grades, most of them of average mental ability, coming from homes with very meager means.

The project grew as we read for Book Week the book entitled "Little Pioneers" by Maude Radford Warren\*. Each morning a chapter was read to the whole school.

This took us back to Pilgrim days, when they set sail in the Mayflower; the long dangerous trip across the ocean; their long days of waiting to land; their exploration; the cutting of logs to build their houses; and finally to fitting up the inside of the houses.

Here the children became so interested that they began to look in books, magazines, and encyclopedias for pictures showing the interior of Pilgrim homes. Then they wanted to make a room on the sand-table. I brought them a stack of books from the county library, and they brought a few pictures from home.

We made a list of everything we found. Here was work for everybody! Every child made something, and the project furnished much work in composition, spelling, history, and geography as well, especially for the lower grades. The

\* Published by Rand, McNally Company

list was put on the board and each child selected the things he would like to make, and thereafter was responsible for his share.

The list was as follows: fireplace, tongs, andirons, blower, crane, kettles, back-logs, Pilgrim people, cradle and baby, spinning wheel, grandfather clock, table and dish of fruit, high-back chairs, benches, three-legged stools, wall cupboard and dishes, braided rugs, broom, guns and powder-horns, Pilgrim pictures, plates for the mantel, pine cones, candle-sticks, and a large rock to represent Plymouth Rock.

First the fireplace was made by two eighth-grade girls, after measuring and deciding upon the size. Then other things could be made accordingly. The fireplace was made from a stiff cardboard box, covered with brown wrapping-paper outlined with chalk to represent rocks. Tongs, andirons, blower and crane were whittled out of wood by two eighth-grade boys.

Pilgrim people were made from drawing-paper after patterns found by a fourth-grade boy in the Normal Instructor (November, 1930). The cradle was made by third-grade girls of stiff brown paper, and the baby of cloth. They also braided the rugs from cloth brought from home. One little girl's mother helped her start her rug.

The spinning wheel was made from cardboard by the eighth-grade girls. A cardboard box made the grandfather clock. The table and high-back chairs were of cardboard covered with brown paper, also the cupboard. Dishes were drawn for a drawing lesson, cut out and pasted in place. The broom consisted of pine needles tied on a long stick for a handle.

Benches and stools were small limbs sawed in two lengthwise, with legs put on. Guns and powder-horns were whittled out of wood and the candle-sticks were of clay. The first-grade made a border of the Mayflower which was put around the outside of the sand-table.

As these things were finished they were assembled on the table by the makers. Everything was in order the day before Thanksgiving; we were all Pilgrims and Indians. Each child took the name of a character in the book, and told something about himself or his adventures.

The story had told the children that the Pilgrims learned to pop corn from the Indians. At noon, then, each child repeated the Pilgrims' experience by popping a popper of corn over the coals in the school stove. It was a new experience to several of the pupils, and a very delightful one.

The project lasted almost a month and produced great interest during that entire time.

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# LESLIE SALT



## Reading Interest in Upper Grades

HATTIE MAGUIRE, *Montecito Union School*  
*Santa Barbara County*

**S**EVERAL pupils in our school, from the fourth to the eight grades, apparently had no interest in library books. Their teachers reported that they never went to the library; that during the library period they looked at pictures in magazines and in other ways wasted their time.

As each pupil had average intelligence and had no physical defects they were put into a special class every day for 40 minutes for six weeks. At the end of that time every pupil had acquired keen interest in reading library books. This is what happened during those six weeks.

On the first day a class of 14 boys and girls was assembled. They did not know that their teachers had classed them as not interested in reading. The teacher in charge began by asking some one to mention something that he had read that he liked so much that he would not forget for a long time.

One girl said, "I have a little book at home called *Black Beauty*. I have it read it lots. My grandmother gave it to me."

She was asked to tell the rest of the class something about *Black Beauty*. When she had finished a boy said he had read that book, too. He told more about the story.

The next day when the class began slips of paper were passed around. Each one was asked to write "The name of the best book you ever read" and "What topic do you like to read about?" The papers were then collected.

The teacher then asked the pupils if they would like to organize a club. They answered, "Yes, but what kind?" The teacher answered, "How about a Reading Interest Club?" Then followed a discussion of what the name meant and what they would do in the club.

It was at last decided that the club would strive to interest the whole school in good books. The teacher suggested that a president for the club be elected. Three were nominated and so votes were cast to determine who should be president.

On the third day the president called the roll and, having been prompted by the



teacher before hand, asked the class if it would like to go on a tour of inspection to the school library.

Of course they would like to go!

During the inspection their attention was called to the different types of books in the library such as encyclopaedias, dictionaries, story books for teachers, for primary children, for older children; books for reference in history and geography; magazines for art, science, home economics, shop, nature, and for teachers and pupils. They were shown how each book was marked, and how a check on all books was kept.

After class the teacher looked over the slips of papers collected from the pupils. It was found that three pupils liked to read animal stories, three liked fairy stories, and eight preferred mystery or adventure stories.

The name of a good book on the topic chosen by the pupil was written on a slip of paper with the pupil's name. When class started the slips were given to the president to distribute to the right person.

The president was asked to take his club to the library to find the books. When the club returned each pupil was asked to tell the subject he was interested in and to read the name of the book he had brought from the library on that subject.

A vote was taken to see which book just named had already been read by the pupils in the club.

On Friday of that first week the teacher asked if the club would like to make posters to announce to the school that a new club had been organized. The pupils thought that a fine idea, so work was begun at once on posters.

Each one sketched out his idea on the blackboard, then





made it on 12 by 18 construction-paper. When they were finished they were posted in the various rooms and in the hall.

On Monday the club reviewed all the things that had been accomplished the first week. They were asked if they would like to keep an account of everything accomplished while they were in the club. Many suggestions were made about keeping an account. It was decided to have an Accomplishment Record. This was a booklet. On each page was written an activity, such as, "I made a poster." When the pupil accomplished something he wrote his name on that page.

These are some of the activities accomplished:

1. *I read to the club an interesting paragraph from the book I was reading.*
2. *I made up a slogan that will interest people in reading.*
3. *I pretended I was a character from my book and told the club what I had been doing.*
4. *I made a book report, orally.*
5. *I made a written book report.*
6. *I made a peep-show to illustrate a book.*
7. *I made a chart showing the number of books I read.*
8. *I made a picture to illustrate a book.*
9. *I helped to make a little play.*
10. *I chose a book with a certain purpose.*
11. *I read a fairy story.*
12. *I read a good book.*
13. *I helped a friend find a good book.*

\* \* \*

**A resolution on the Eighteenth Amendment** has been twice adopted by the National Education Association—at Columbus and again at Los Angeles:

**Law Observance**—The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands.—Resolution adopted at Columbus, 1930, and at Los Angeles, 1931.

\* \* \*

**John W. Harbeson**, principal of the Pasadena High School and Junior College, recently received the Ph. D. degree from the University of Southern California. His thesis was a critical study of the practice of classifying junior college students into separate certificate and diploma groupings.

Dr. Harbeson was born in Iowa; received his A. B. degree at the University of Kansas; A. M. degree at the Columbia University and since 1920 has worked in the Pasadena Schools,—instructor in history, Pasadena High School, director of child welfare, Pasadena City Schools, dean of Pasadena Junior College, and since 1927 principal of the high school and junior college.

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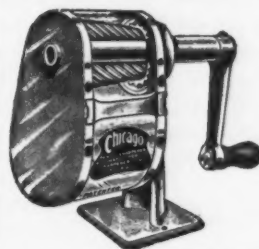
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## An Athletic Program

For Boys in Smaller Communities

K. C. MITCHELL, *Vice-Principal, La Canada School*

**F**URTHERANCE of an athletic program that will develop skills and at the same time become a primary motivating force toward the encouragement of that elusive factor called citizenship, is probably one of the aims of every modern school.

The problem faced in the metropolitan or developed areas is much different from that encountered in the sparsely-settled sections. In the more populous districts comparatively large groups of boys are assembled in schools of fewer grade ranges. Thus, a division into physical classification based upon age, height, and weight, is most satisfactory, since there is a sufficient number of pupils in each classification to provide adequate competition for each level of ability.

The problem faced in the smaller communities is that of a small number of boys varying greatly in age, height, and weight, distributed over a greater grade range. Classification here is often impractical due to the small number of pupils to deal with, as well as the existence of a strong grade consciousness and unity, often found to exist in smaller schools in a much more intensive degree than in larger schools.

Thus, a small 8th-grader does not always respond to playing on an intramural team made up of mostly 6th-graders. Frequently, there are several boys quite superior to the boys in the rest of the school, in athletic ability, due to age or size. In such a case, if class- or room-teams

meet in competition, the victory would more or less be predominated by one group or grade, thus stifling competition.

Another phase of the problem has to do with adjusting a program to meet the growing trend of intramural competition as well as embracing a certain amount of interscholastic contests. Many school systems have discontinued this latter type of competition in the elementary and junior high school grades.

Over-emphasis of the interscholastic phase of the athletic program often results in disastrous effects to individual students as well as to schools. To entirely do away with such competition, however, is likewise a mistake.

Whereas the stress should be laid upon athletics within the school, to do away with all outside contacts deprives the boys on the teams, as well as the remainder of the pupils, of a motivating spirit of competition and of team unity. If directed in the right channels, it is

a means to the greatest objective of our schools today, namely, to prepare for citizenship. To do away with it is to regress.

The problem is: How to institute an athletic program that will:

1. Provide competition within as well as outside the school
2. Provide enough interest to appeal to practically every boy
3. Help take care of discipline problems during recess and lunch periods
4. Promote the right kind of spirit, intramural as well as inter-scholastic

The success of any innovation in a school depends largely upon the boys in the school. As the boys are, a school generally is. This holds true especially with the larger or upper-grade boys, because of their great influence over the smaller ones.

It is therefore important to find a person able to influence these larger boys. The duty of this sponsor (man or woman) is to push the program through to a successful end; to act as referee and organizer of the units of competition.

The program of sports in our school follows a prescribed order:—touch-football, basketball, track, and playground baseball. During each season practically every boy is engaged in one of these sports, as well as playing others on his own initiative, such as volley-ball, handball, and tennis. The second



Every high school boy should participate in the athletic program of his school

step consists of joining or organizing a small league with nearby schools. This can be done so that a definite schedule of contests is made. The older or more mature boys participate in the inter-scholastic league activities.

All of the boys from the 6th through the 8th grades are eligible for the school-team and are inspired to at least "come out" and join the squad. Thus, many boys enter for the "good of the school" while at the same time they are overcoming personal bashfulness. As many as 95% of the boys in these grades of our school have tried out for the school-team.

A series of weekly cuts are then made. These continue during the training period, approximately a month. At the end of this time we have segregated the boys of superior athletic ability, including most of the mature boys in the school. This program succeeds in diminishing discipline problems by providing an outlet for energy. This squad practices three afternoons a week for about an hour after school, during the training period, under the guidance of the sponsor.

This group comprises the "school-team," the fortunes of which, when preceded by a "pep" assembly or talk, are earnestly followed by the entire school. At the end of the season the "first stringers" on the team receive letters which are highly valued. These are awarded by the coach.

Simultaneously, the rest of the boys in the 6th, 7th, and 8th grade that did not "make" the team or did not "come out" together with the boys in the 4th and 5th grades, are organized into room teams. No boy on the school squad is allowed to play on a room team. These room-teams choose a name for their team, following the custom of schools to name their teams.

Our school team is called the "Wildcats." The 8th grade team is called "Dragons"; 7th, "Panthers"; 6th, "Bobcats"; 5th, "Bruins"; and 4th, "Cougars." These room-teams also choose a captain and a coach. This coach is a pupil-member of the school squad. Thus, leadership and interest is developed to a high point in the room-teams.

### Every Boy Plays

A schedule is then arranged for these groups. The games, referred by the sponsor, are played at noon so that the rest of the school may watch. This does away with many supervisory and discipline problems. The result is that every boy plays on a room-team. This is due to the fact that with so small a number to form a team, practically every boy in the room has to play.

Competition is made keen and equal, because the large boys have been taken out of this phase of the program. The last two sports at



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our school have been won by the 5th and 6th grade boys respectively.

At the season's end a perpetual trophy is presented to the winning room, by the captain of the room-team winning the last sport. This takes place at an assembly with a touch of ceremony. The trophy at our school consists of a wildcat skin, hung upon the door of the winning room. The animal was shot by the father of one of the boys and is most emblematic.

**T**HUS we find the spirit of class and school unity developed, the one working for the other and each bound by direct contacts. Every child in the school is reached through such a program and better still is reached through the medium of inside desire rather than outside imposition.

Many small adjustments are not mentioned here, that would have to be made to adapt this type of a program to individual school needs; but the most important criterion is fulfilled—"It Works."

\* \* \*

## James P. Beckwourth

By T. D. Bonner; edited by Bernard DeBoto; published by Alfred A. Knopf, New York City; price \$4.00.

A Review by ROY W. CLOUD

**L**IFE and Adventures of James P. Beckwourth is an extremely interesting book. It is a second edition printed in 1931, the first edition having been published in 1856.

It is the story of the mountain-men of the United States, the intrepid fur-hunters who went into the West, in the early days of our country, trapping and exploring. It tells of the doings of Jedediah Smith, Ashley, and Fitzpatrick. It portrays the early Indian life as Beckwourth saw it. This man was probably one of the greatest fabricators in the history of our mountain-men. He never hesitated to stretch the truth whenever it helped his purpose. He lived as a chief with the Crow Indians. He knew their customs and habits. His life was their life. He was really a very great hunter and a greater fighter.

He was one of the earliest Californians and one of its most unique. Beckwourth Pass on the eastern edge of our state was named for him because of his early explorations there and through this pass entered hordes of immigrants after he had located the way.

The volume is interesting for any one who desires a book on early Western exploration and trapping.

## Lines on Receiving a Tack from Below

ROY COCHRANE, *Principal, Warm Springs School*  
*San Bernardino County*

**M**Y love has scores of shining teeth  
And scores of washen fingers;  
And willingly when help is scarce  
For extra work she lingers.

My love is mostly prompt and kind,  
And quiet when I'm talking  
My love will come at beck or call  
And run instead of walking.

My love will raise a dozen hands  
For any History answer.  
And when I praise she treads on air  
As lightly as a dancer.

My love three dozen politic  
And trained "Good Mornings" proffers.  
Gifts of oranges she brings;  
Carvings rare of soap, she offers.

But in one early day of spring  
Gum is chewed in Spelling,  
And paper-wads in English fly,  
And Lines are marred by yelling.

And titters from her rosy mouths  
And bursts of noisy laughter  
Portend a tack on teacher's chair,  
*What innocent looks come after!*

The tack is dull and hardly felt  
But keen the silent pain is eating  
To think, within three dozen breasts  
No semblance of a heart is beating!

\* \* \*

## Beauty's Tryst

LUDMELIA HOLSTEIN, *Los Banos*

**T**HE blue-jay dips his wing  
In the blue lake;  
Night gathers the shadows  
The tall rocks make.

Stars hide in the branches  
Of the tall pines;  
Smoke winds up in columns  
A cool moon shines.

Ferns lean on the boulders,  
The daisies fold and nod;  
It seems that Beauty's lonely  
Waiting for God.



**Visual Instruction***(Continued from Page 13)*

needed. Specimens and models are accumulated according to the interests of the teachers and the anticipated future value of the material. Such equipment as stereoscopes and stereopticon lanterns are kept as part of the equipment of each school.

The materials maintained at the Visual Center are selected to supplement the basic material in the school, for the teacher or pupil who wishes to go more extensively into any particular subject. Also, additional equipment is kept at the Center for use in any school as needed. Daily delivery service is maintained for the circulation of such materials and equipment to the schools.

The accompanying photographs illustrate a few uses of Visual Aids as they have been incorporated in activities in the schools. However, the selection of visual materials and their practical application to the classroom situation is still a field to challenge the initiative of our ablest teachers.

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## A Thanksgiving Play

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(Time 25 minutes)

### Center of interest

A large round table, covered with autumn leaves, with a center of pumpkins and cornstalks; popcorn—poured upon it by Indians.

Banks of all colors and all kinds of all products, such as fruits and vegetables.

### Costumes—At pleasure of producers:

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### Bibliography

Humphry's Colonial Stories.

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### Other Thanksgiving activities

Correlating with the rest of the Thanksgiving work:

We set a Thanksgiving dinner, of our own time.

A child brought her play gate-leg table, for which suitable doilies were made of paper.

Food decided upon; each child selecting what she wished to make.

Dishes; turkey (all roasted), fruit, vegetables, etc. Table; was correctly and prettily set, after much consultation.

Correlating with Thanksgiving story:

We made a sand-table picture; telling the story of the things needful in the place the Pilgrims finally chose for location.

Plenty of room for buildings and planting.

Plenty of good water.

Plenty of trees in the near distance, for buildings and fuel.

Plenty of wild berries, nuts, wild game, sea-food and fish.

### THE PLAY

Groups about the table

**First child**—What is all this for?

**Second child**—It is Autumn. Jack Frost comes and helps to color the leaves and fruit that have been growing all Summer.

**Third child**—I love Autumn. It makes me want to sing when I see all these lovely colors. Will you sing with me?

**Song by class**—The Elm Trees are yellow.

A child moves arms in swaying motion, leading the class in singing.

**Fourth child**—Do you know what month this is?

**Fifth child**—Yes, it is November. It makes me think of gathering nuts and raking up the leaves for bonfires.

**Sixth child**—But it's getting cold.

**Seventh child**—Yes, I like it. I, too, love to sing. Let us sing about November!

**Song by class**—On cold November morning's.

**Eighth child**—I know something better than



"Let us set one day apart to thank God"

that to sing about; a long ride, a jolly party, so many good things to eat, Can you guess?

**All children**—Oh yes, we know, we know! Thanksgiving is coming!

**Song by class**—November is here—Thanksgiving is near!

**Ninth child**—Do you know we have not always had Thanksgiving Day? I wonder how we came to have it?

**Tenth child**—I think I can tell you, I have heard my father and mother talk about it.

**Eleventh child**—Yes and I have heard some things my big brothers and sisters say sometimes when they come home from school.

**All children**—So have we, so have we! Let's see who can tell the most.

**Twelfth child**—About 400 years ago there were only Indians in this country. They lived in wigwams, hunted and fished, and picked wild fruits.

**Thirteenth child**—One day an Indian was looking out over the ocean and saw something very strange. He thought it was a large bird.

**Fourteenth child**—I know! It was the Mayflower.

**All children**—The Mayflower! The Mayflower!

**Fifteenth child**—And who was in this ship?

**Sixteenth child**—The Pilgrims were in the ship. There were 101 of them. They were very tired—they had been on the ocean three months.

**Seventeenth child**—I know something lovely that happened on this ship; two baby boys were born on it!

**Eighteenth child**—What were their names?

**Nineteenth child**—Oceanus Hopkins and Peregreene Smith.

**Twentieth child**—The Pilgrims could not worship God in the way they wished in England—so they came over to this big free land.

**Twenty-first child**—It was very cold and hard to live during that first long winter.

**Twenty-second child**—But the Spring came; the kind Indians gave them corn and helped them to plant it.

**Twenty-third child**—They began to feel so well and had so much good food, that the Gov-

ernor said "Let us have one day set apart to thank God for all these good things."

**All children** in chorus—And that was Thanksgiving Day!

**Twenty-fourth child**—I will tell you some of the things they had to eat:

Wild turkey—they shot in the woods.

Clams—they dug at the seashore.

Fish—they caught in the streams.

Cranberries—they found in the wet bogs.

Nuts—they gathered in the woods.

**Twenty-fifth child** (bursting in with popcorn)—And popcorn! The Indians brought it.

Indians bursting in, singing a group of Indian songs, hi-yi-ki-yi.

**Twenty-sixth child**—Will you little Pilgrims sing some Indian songs with us?

**Teacher**—Now we will all change to little Pilgrims and softly sing our prayer of thanks, "Can a little child like me, thank the Father fittingly, etc."

\* \* \*

The total **summer session enrollment in California** teacher-training institutes, according to a recent statement by the state director of education, was 22,713 for 1931. This was slightly larger than the enrollment of 22,431 for 1930 and slightly smaller than the enrollment of 23,258 for 1929.



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A RECENT Long Beach teachers assembly program featured a portrait (which is here reproduced) of Superintendent W. L. Stephens, accompanied by the following statement:



Superintendent W. L. Stephens

"By clear vision, tireless energy, and wise leadership you have guided the development of the system of public schools, in Long Beach, from that of a village to that of a

metropolitan center. The Long Beach teachers hold you in the highest esteem and pledge to you their loyal co-operation for the coming school year."

EDGAR H. PRICE

*President, City Teachers Club*

"Mr. Stephens' picture has been included in the program this year in response to the expressed wish of numerous members of the teaching and administrative staffs. In order to obviate the possibility of his vetoing the suggestion, the picture has been inserted without his knowledge."

\* \* \*

THIS is to advise that **Sutter Creek Grammar School** was the first in Amador County to score 100 per cent in C. T. A. membership, six of them, and let's give them a hand!—W. A. Wilson, Superintendent, County Schools, Jackson.

\* \* \*

**Katherine M. Volk** is the new health supervisor of the Lynwood schools. She is a graduate of the Western Reserve University school for nurses in Cleveland, and has been a school nurse in the Long Beach system, but more recently has been with the Los Angeles County health department as a public health nurse.

\* \* \*

The officers of the **California Western School Music Conference** are: **Gertrude B. Parsons**, president, 1836 South Wilton Place, Los Angeles; **Arthur G. Wahlberg**, first vice-president, State Teachers College, Fresno; **Mary E. Ireland**, second vice-president, Department of Music City Schools, Twenty-first and L Streets, Sacramento; **Edna O. Douthitt**, secretary-treasurer, 341 North Avenue 54, Los Angeles.

The Conference is affiliated with the National Conference and has the following representatives on the national board of directors: **Mrs. Mary McCauley**, State Teachers College, San Francisco; **Glenn H. Woods**, Administration Building, Public Schools, Oakland.

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Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston. Teachers interested in Southern California placement should register in the Los Angeles offices—307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558.



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## Recent School Changes

Southern California

Reported by E. C. BOYNTON

Manager, Placement Bureau,  
C. T. A. Southern Section

**Dr. John Nichols** left the vice-principalship of a junior high school in San Diego to become principal of the Antelope Valley union high school and junior college, succeeding **Lois M. Bennink**, who resigned as principal to take a year's graduate work at Columbia University.

**P. H. Hurst** resigned at Barstow and was succeeded by **Gordon Park**, a teacher in the Ocean-side high school.

**James Westcott** resigned at the Santa Ynez Valley union high school, Santa Barbara county, and was succeeded by **Bert M. Carner**, formerly of Gonzales.

**E. E. York** resigned at Julian, San Diego county, and was succeeded by **C. Avery Hauser**, formerly teacher in the Burbank high school of part-time continuation work.

Principal **Charles Eckels** of the Clearwater junior high school, in the Compton union high school district, went to Pasadena to be a teacher, and was succeeded by **B. F. Jamison**, a teacher in the Compton junior college.

In district superintendencies, the principal change was the city superintendency of Inglewood, caused by the retirement from teaching of **George W. Crozier**, on the first of July.

**Robert S. Cralle**, formerly principal and district superintendent at Westwood, Plumas county, is the new city superintendent.

The neighboring district of Hawthorne changed upon the resignation on the 15th of August of **O. F. Munson**, who is succeeded by **Mrs. Inez Durnford**, a principal of one of the buildings in the system.

**Fred W. Henselmeyer** resigned the superintendency of the Ranchito school district, in the vicinity of Whittier, and was succeeded by **Dale Evans**, formerly district superintendent at Costa Mesa, in Orange county.

**Dale Evans** having resigned as district superintendent at Costa Mesa, was succeeded by

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**Henry Abrams**, district superintendent at Saticoy, in Ventura county.

At Saticoy, Mr. Abrams was succeeded by **Leighton R. Stewart**, formerly vice-principal of the Temple school district in Los Angeles county.

In Ventura **Amos Clark** resigned as principal of the senior high school and junior college, remaining as vice-principal.

## The Fates

ROSE MAY RICHARDS, Glendale

THE melancholy grades have come,  
The saddest of the year,  
With wailing boys and weeping girls,  
And father's frown austere.

Heaped are the cards on teacher's desk.  
With "5's" all done in red,  
'Tis true, the children study now!  
All thoughts of fun have fled.

And when the cards are carried home,  
'Tis queer what fate now scores,  
The 1's were EARNED the children say,  
"Th' ol' teacher GAVE the 4's!"

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\* \* \*

## Coming Events

**October 3**—C. T. A. Southern Section Council meeting, **Los Angeles**; F. L. Thurston, secretary.

**October 5-9**—California School Superintendents annual convention, **Riverside**; Vierling Kersey, state superintendent of public instruction.

**October 5**—C. T. A. Board of Directors, Mission Inn, **Riverside**.

**October 14-16**—Sonoma county institute, **Santa Rosa**; O. F. Staton, county superintendent, Santa Rosa.

**October (latter part)**—Calaveras county institute, **San Andreas**; Charles Schwoerer, county superintendent, San Andreas.

**October 24**—C. T. A. Bay Section Council meeting, **Berkeley**; Earl G. Gridley, secretary.

**November 4-6**—Nevada county institute, **Grass Valley**; Ella M. Austin, county superintendent, Nevada City.

**November 9-15**—American Education Week.

**November 18-20**—Napa county institute, **Napa**; Eva Holmes, county superintendent, Napa.

**November 23-25**—Stanislaus county institute, **Modesto**; A. G. Elmore, county superintendent, Modesto.

**November 23-25**—Tuolumne county institute, **Sonora**; G. P. Morgan, county superintendent, Sonora.

**December**—C. T. A. Council of Education, semi-annual meeting, Hotel Alexandria, **Los Angeles**.

**December 14-17**—C. T. A. Central Coast Section, **San Luis Obispo**.

Monterey, San Benito, San Luis Obispo and Santa Cruz counties.

**December 14-18**—C. T. A. Southern Section, **Los Angeles**.

Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara and Ventura counties.

**December 21-23**—C. T. A. Bay Section, **Oakland**.

Alameda, Contra Costa, Lake, Marin, San Francisco, San Joaquin, San Mateo, Santa Clara and Solano counties.

**December 21-23**—C. T. A. Northern Section, **Sacramento**.

Amador, Butte, Colusa, El Dorado, Glenn, Lassen, Placer, Plumas, Sacramento, Sutter, Tehama, Yolo and Yuba counties.

**December 21-23**—C. T. A. Central Section, **Fresno**.

Merced county at **Merced**; Madera county, Fresno county, Fresno city, and Kings county, at **Fresno**; Tulare county at **Visalia**; Kern county and Bakersfield at **Bakersfield**.

**December 21-23**—Mariposa county institute, jointly with Merced county, at **Merced**; Mrs. Lottie J. Wegener, county superintendent, Mariposa.

**December 21-23**—Imperial county institute, **El Centro**; C. B. Collins, county superintendent, El Centro.

**February 20-25**—N. E. A. Department of Superintendence, **Washington, D. C.**

\* \* \*

**Miss Lella Hughes**, who has had charge of the high school placement work in C. T. A. Southern Section Placement Office, is on six months leave-of-absence and is studying in Geneva, Switzerland.

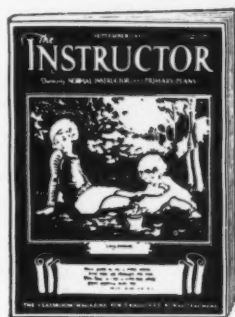
She won a national essay contest under the auspices of the Friends Society of America, which awarded her a scholarship and European trip. She will return April 1 to Los Angeles.

\* \* \*

**J. H. Beers**, who has represented The Macmillan Company in the West and in foreign fields for 18 years and more recently has been in sales and promotion work in the home office, New York City, has accepted appointment as manager of the Pacific Coast branch at San Francisco, succeeding F. E. Cobler, who recently passed away.



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